A STUDY OF THE INTERACTIVE PROCESSES IN LANGUAGE TEACHING WHEN USED FOR PURPOSES OF VALUE EDUCATION

Principal Investigator
Dr.Prema Raghavan
DESSH, RIE, Mysore

Co-Investigator
Ms Preeti Menon
DMS, Mysore

REGIONAL INSTITUTE OF EDUCATION, MYSORE-570 006

Acknowledgements

" The contemporary world is too often a world of violence that belies the hope some people placed in human progress... Is it possible to devise a form of education which might make it possible to avoid conflicts or resolve them peacefully by developing respect for other people, their cultures and their spiritual values?

The idea of teaching non-violence in schools is laudable even if it is only one means among many for combating the prejudices that lead to conflict "

(UNESCO, 1996.p.91-92)

C O N T E N T S

.

CHAPTER – I

INTRODUCTION

1.0   Concept of Value Education

The New Shorter Oxford Dictionary (1993) describes values as 'the principles or moral standards of a person or social group; the generally accepted or personally held judgement of what is valuable or important in life'

According to Seshadri (1998) "Values refer to objects that human beings consider desirable and worthy of pursuit in their thoughts, feelings and actions. These may be materials (food, wealth, etc) or abstract qualities and states of mind and heart like truthfulness, happiness, peace and justice. In either case, they function as ideals and standards that govern human action" (p.44).

Values reflect a person's personal choices and decisions, attitudes and judgements, behaviour, relationships with others as well as dreams and visions about the future   Values not only influence our thoughts and actions but they become the guiding principles which dictate our course of action

Speaking on the need for human values in school education, Rajput (2002) opines that "there is an urgent need to internalize human values as there is no other alternative to value based approach to ensure a better tomorrow" (p 2).   In talking about education leading to value education, he speaks about "a system of education which establishes synergy and symphony of head, hand and heart, body, mind and soul, and of self, society and nature......."   It would prepare every learner to become a life learner and an explorer, an investigator and an adherent to human values" (p 2).

To Venkataiah and Sandhya (2002) value education means, "inculcating in the children a sense of humanism, a deep concern for the well-being of others and the nation" (p 1)   Further it is stated that through value

education we learn to preserve *whatever is good and worthwhile in our culture and to accept and respect the attitude and behaviour of those who differ from us.*

Bhagia (1986) identifies the new emerging values as "values of restraint" which include concern for environment, tolerance and integration all leading to one major value 'good life'.

Rajput (2002) in referring to basic values which need to be inculcated . states that achieving social cohesion and national integration by nurturing the ethos of learning to live together are the prime objectives of education at this juncture

In keeping with the views which have been mentioned above and the present climate of racial, religious and communal strife in India and the world at large, the focus of this study has been using the language classroom and the interactive processes therein in order to develop values related to 'living together in harmony' 'Living together in harmony' is visualized as sharing space (the universe) amicably with people, with animals, protecting and preserving the environment in the interest of all creatures who live now as well as in the times to come

Based on the focal theme of 'living together in harmony', a number of sub-themes emerge which include respect for fellow beings, the animal kingdom and the environment, respecting different ideologies, perspectives, religions, cultures, food habits, etc , striving at amicable solutions to everyday problems, believing in the dignity of labour, to mention just a few An attempt has been made in this study to explore various dimensions of these themes through tasks and activities which are a part of the English language classroom.

2

In seeking to sensitize children and develop in them desirable values, it is imperative that we study the factors which influence moral development. The section below quotes some studies on the development of moral judgement among children.

1.1 Factors which influence moral development

Among the factors which influence moral judgement and development, age, intelligence and sex have emerged as the foremost

1.1.1 The influence of age

- A study carried out by Thompson (1949) on American children indicates that basic values are inculcated by the eleventh year while in India, Sinha (1964) observed that children attained an understanding of basic virtues by the ninth year

- Among American children, one of the first values to be imbibed was a regard for property according to a study carried out by Eberhart (1942)

- Tripathi et al (1979) examined the development of the capacity for moral judgement in Indian children. The study was conducted on 120 children of 3 age levels (6-7, 8-9, 10-11 years), two sex groups (male and female) and two levels of economic status (high and low). They concluded that although the capacity for moral judgement increases with age, the pattern is significantly influenced by factors of sex and socio-economic status.

1.1.2. The role played by intelligence

- In a study by Wiggan (1941), intelligent children associate right conduct with intelligent conduct and know that it is to their personal advantage to act as the group expects them to act. Bright children were also found to be superior in honesty and truthfulness as compared to children of average intelligence though occasionally they may show weak moral characteristics

3

- Certain categories of deeds like murder, stealing and lying were mentioned at an earlier age by bright children. When average children began to mention these deeds at a later age, the bright already had well developed ideas and perspectives about the immorality of these deeds

- In studying moral judgement in children, Varma (1975) found a positive and significant correlation between moral judgement and mental ability

1.1.3. Gender and Its influence

- McCord, McCord and Zola (1959) found that boys with deviant parental models were more likely to participate in criminal activities

- Sinha (1972) found that boys and girls presented almost similar pattern of moral values at a younger age but changes began to occur with an increase in age Girls in India are expected to be more humble, respectful and cooperative and hence regarded these as important values This however was not true for boys

- Varma (1971) however found that there was no sex difference in ethical discrimination

- Muthamma (1982) also found no significant difference in the moral judgement of boys and girls

Other factors which were found to influence moral development were the following.

1.1.4. Socio-Economic Status and its Influence

Child rearing practices due to social class differences were found to affect how children developed a sense of values

- Sugarman (1967) discovered that moral judgement was positively correlated with socio-economic status The higher the social class of the family, the higher the teacher rated the conduct of the child

4

Studies conducted by Searr et al (1978), Kay (1968) and Bull (1969) suggest that children from families of higher social status show greater maturity in terms of making moral judgements than those from lower social class background

Saraswati, Sundareshan and Saxena (1977) found that each factor contributing to social class namely parents' education, occupation and income seemed to be positively related to higher social class and this contributed to the development of better moral judgement among children of this class.

Muthamma's (1982) study on moral judgement among upper primary school children revealed that the occupational background of parents and also the economic background of the students influences their moral judgement. More aggressive behaviour was found among children of lower socio-economic background

Murray (1979) studied the development of moral judgement based on sympathy for others in four different cultures and found that in comparison with middle class children, lower class children were more advanced in their moral judgement

1.1.5. The influence of parental models

- Kay (1975) found that parents who treat their children as persons worthy of consideration and respect are more likely to help them to learn to respect others and show consideration for them. Kay also emphasized the fact that most children acquire uncritically the attitudes of parents. In situations where their parents practices and precepts are divergent, the children's moral attitudes are likely to be highly confused

5

- A study of the delinquents by Bandura and Walter (1959) have shown that the mothers of delinquents do not exercise much control over their children, place fewer restrictions on them and do not enforce obedience.

- McCord et al (1959) and other researchers have repeatedly shown that anti-social behaviour among children is higher if their parents are inconsistent about discipline or are not disciplined themselves.

- McCord, McCord and Zola (1959) also found when boys had deviant parental models, they were more likely to participate in criminal activities

- Hoffman (1963) found that children from lower status families often lacked curiosity and were not motivated to learn. They looked upon their parents as harsh and authoritarian This prevented them from developing mature forms of moral judgement.

1.1.6 Birth order and its influence

Only one study was found by the investigator which referred to the birth order and its influence. This has been quoted below.

Misra and Pandey (1981) investigated the effects of birth order and donation First borns according to the result donated more than other siblings or a single child.

1.2 Theories of Value Development
1.2.1 Piaget's Theory of Value Development

Piaget in "The Moral Judgement of the Child" (1932) studied children's understanding of moral concepts by telling them short stories with small variations and then procuring their Judgement on which of the actions described in the stories was worse. He found that like intellectual development, moral development also followed a regular sequence, taking place in stages. Moral progression was marked by a movement from centration on self to centration on authority to centration on concrete situations and finally to a higher level of decenteration during which one

6

begins to deal with ideas and values which are realistic and find their application in social situations. These changes corresponded with the child's progression at the cognitive level from sensory motor to pre-operational, to concrete operational and finally to formal operational thought. Thus Piaget asserts that growth in value Judgement is simultaneous with cognitive development

1.2.2 Kohlberg's Theory of Value Development

Based upon the structural approach to development propounded by Piaget, Kohlberg's theory of value development traces the steps by which children grow towards making true value judgement Progression occurs through advancing through three levels. Kohlberg has shown that value judgements among children tend to be universal, inclusive, consistent and based upon the ideal or on grounds which are impersonal.

1.3 Methodologies for developing Value Education Programmes:

Literature on value education mentions the following methods of imparting values

1.3.1 The Direct Method

This method refers to an attempt to teach values deliberately and systematically as a subject or an area of thought. According to Seetha Ram (1998) such a method might include regular classroom instruction, talks and discussion to develop knowledge and understanding of values, discussion of situations involving value conflicts, presenting students with value dilemmas and developing the ability to make sound value judgement. ... The central purpose of teaching would remain to be able to help the student to understand, state and apply the right reasons to relevant cases (p 98)

7

1.3.2 The Indirect Method

This method focuses on providing value education indirectly as a by-product of teaching a particular subject. It is based on the assumption that all educational effort is aimed at value development. While teaching history, historical facts can be reviewed so that students learn to distingulsh the role values played in shaping the history of the world Rousseau's philosophy of man being born free but being in chains everywhere culminating with the French Revolution which took place to the call of Liberty, Equality and Fraternity speaks of the importance of incorporating the indirect method. The Education Commission (1964-66) states that every teacher whatever the subject he teaches must ensure that in the teaching of his subject and dealings with his pupils' fundamental values such as integrity and social responsibility are brought out.

1.3.3 The Incidental Method

The advocates of this method look upon incidents occurring ordinarily in every school which are labeled right or wrong as opportunities which can be exploited for the purposes of value education. The teacher thus uses the various incidents which occur for developing the right perspective on values, the purpose being to strengthen the right bonds and weaken the wrong ones.

1.3.4. Value Clarification Methodology

Values in this peclagogy are looked upon as personal choices which are freely accepted or rejected by the student without any indoctrination The teacher utilizes various informal sessions to provide practical ideas leading to value clarification without being prescriptive or directional Goyal (1998) points out that under this approach the teacher is expected to·

- Encourage children to make choices and make them freely
- Help them to discover and examine available alternatives when faced with choices
- Help children weigh alternatives thought fully, reflecting on the consequences of each

8

- Encourage children to consider what it is their prize and cherish
- Give them opportunities to make public affirmation of their choices
- Encourages them to act, behave, live in accordance with their choices.
- Help them to examine repeated behaviours or patterns in their life

Describing the entire process of value education as a complex process involving a wide range and variety of learning experience leading to the development of values which manifest themselves not as terminal competencies but principles for life long living, (Sheshadri et. al 1992) suggest that the following techniques be used in value inculcation programmes.

(i)   Reading, listening and discussion activities.

(ii)   Enacting, modelling and role play type activities

(iii)   Visual and multi-sensory experiences.

(iv)   Learning by living activities.

The other techniques of value clarification suggested are the life time approach: Under this the basic educational aids are books, teachers guides, sets of classroom instructional materials etc. The materials help students to respond to situations where in aspects of personality like sensitivity come into play A card is given which has questions like the following How would you react if the teacher changed your class to another in order to accommodate a student who has used influence with the teacher to get in? Other situations could simulate contexts in which values tend to be formed and tested for example consequences of actions, specific points of view etc. Children have to make choices with respect to the situations depicted which is then followed by a discussion to clarify the specific issues or values under focus .

1.3.5 Useful Lectures

A part of the value clarification process is the practice of arranging lectures on great epics, poems, biographies etc in order to develop moral insights Since the lectures are based on literature or mythologies which are 'local specific' it helps inculcate values among children which are socially and culturally their very own.

1.4   Changing trends in English Language Teaching with reference to the teaching of English as a foreign or second Language

Long (1975) points out that the traditional lock step classrooms do not cause natural linguistic behaviours because they encourage the following assumptions·

i)   The teacher initiates language exchange

ii)   The student's task is to respond to the teacher.

iii)   The teacher judges whether the students' performance is acceptable

iv)   These judgements are based on grammatical and phonological accuracy

v)   The grammatical standard required is that of the mature adult native speaker.

With the emphasis on accuracy under such a language-teaching methodology. Language is expected to be produced according to the requirement of the teacher.   Language thus produced by the learner for display of accuracy in using it may require to be phonologic, syntactic, lexical, functional or stylistically in keeping with norms largely unspecified. Under these circumstances Widdowson (1978)   points out that the learner is expected to demonstrate usage, not use and will adopt strategies accordingly.

The recent trends in ELT (English Language Teaching) have favoured fluency rather than accuracy. Fluency is regarded as natural language use, whether or not it results in native-like language comprehension or production. The intention is to teach through a process similar to immersion i.e providing an environment for emulating the native speakers use of language in similar setting. The important differences are the following.

1 Language produced is processed by the speaker Tasks involving reading and listening are constructed by the learner without being received verbatim from an intermediary.

2. The subject matter or topic of discourse is decided by the speaker or writer in relation to a specific tact based on a text book or determined by the teacher/ peer groups.

3 Small group discussion where language will be used to interact among and between the groups will lead to the use of the target language to define, hypothesise, classify, promise, apologies, command etc

4 Adjustments which are normally made such as improvising, paraphrasing, repair and reorganization in speech will occur Skimming and scanning in reading will be expected strategies

5. The teacher will merely facilitate what happens in the classrooms and students will normally not be aware of the intervention by the teacher.

1.5 Transactional Approach used in the Study

With the emphasis shifting from *accuracy* to *fluency*, the transactional approach consisted of encouraging active interaction within the language classroom on issues and themes based on the lessons in the text book. The strategies used for interactive sessions were learner centred and consisted of quiz, interview schedules, discussions, problem solving, role play and the transference of verbal discourse to visual images like painting or collage making to name just a few

The value clarification methodology wherein students themselves read, wrote and/or spoke on value themes which emerged in the course of

11

transacting the lesson through exploring the natural language learning environment (such as discussion and conversation out of which reading and writing tasks followed) was chiefly adopted in this study A detailed description of the methodology used for conducting the study is given in Chapter II of this study.

1.6   Evaluating Value Education Programs:

The term 'evaluation' can mean many different things and there are different ways to approach evaluation   Evaluation can involve merely measuring changes in people's attitude or ascertaining whether people have learned the facts taught to them   On the other hand it can be a scientific, rigorous, statistically validated examination of the success or failure of a particular educational approach

Among the tools used for evaluating value education are value scales, rating scales, situational tests, questionnaires, inventors and opinionnaires The techniques of observation, interview and self reporting are also used for obtaining supplementary data

In evaluating Humane Education Programs which deals with inculcating an understanding of and responsibility towards animals, Malcolm , (2002), reports the use of both subjective and objective measures

Subjective measures provide a means of finding out how the attitudes of students/participants have changed as a result of the programme   There are several ways of doing this and the tools suggested are questionnaires, interviews and anecdotal feedback.

Objective measures largely consist of cognitive tests which measure the extent to which students or participants learned the facts and concepts that they were intended to learn through the programme. It is pointed out that humane educators generally side-stepped this in favour of attempting to

12

measure attitude change   However since change in attitude is much more difficult to demonstrate it is necessary to know what factual or conceptual learning took place in our program.   Otherwise this would lead to our underestimating the effects of the programming , knowing and understand certain facts about animals was found in humane education programmes to be related to peoples attitude towards them. This would be true for all value education programmes wherein an attempt is being made to change attitudes by concretizing experiences and providing factual information.

1.7   Evaluation in the present study

In this study, evaluation was carried out partly through using subjective measures, which consisted of anecdotal records and teacher's diary   This served the purpose of formative evaluation and helped the teacher to plan further inputs.   However, for purpose of quantitative analysis, cognitive tests which tested comprehension at all levels-literal, inferential and critical of the content presented in the program were carried out using either the short answer, or very short answer format   Comprehension when tested at the critical level also provided a measure of the attitudinal change which had accured during the course of the value education programme. A sample of the cognitive test used is given in the Appendices VII, VIII, IX, X, XI, XII, XIII, XIV & XV.

1.8   Need and Importance of the Study

The National Curriculum Framework for School Education emphasizes the importance of making value education an integral part of the curriculum at the elementary and secondary stages.   However it is also stated that its inclusion should not be as a separate subject of study or examination at any stage. Value education on the other hand "would be so judiciously integrated with all the subjects of study in the scholastic areas and all the activities and programmes in the co-scholastic areas that the objectives there of would be

13

directly and indirectly achieved in the classrooms, at the school, assembly places, play-grounds, cultural centers and such other places

In keeping with the views mentioned above, value education in this study has been visualized as occurring in tandem with the development of language, skills and literary sensibilities occurring in the course of a 'Communicative Classroom' ie a class in which a communicative approach to English Language Teaching is used. This study attempts to provide evidence of the effectiveness of using techniques and strategies letherts meant for language teaching for value education as well.

1.9   Objectives of the study·

To enable children to

i)   Listen and respond to messages, talks and happenings related to the theme of 'Living together in harmony' inbuilt in the context of the lessons prescribed in the English Reader for grades VII, VIII and IX. The values to be focused on are the following

(a) Co-operation   (b) Tolerance   (c) Compassion   (d) respect for personal dignity   (e) gender equality   (f) respect and concern for the environment and the other species which inhabit the world

ii)   articulate their views on the values mentioned above

iii)   Read supplementary material which will enhance the experiences occurring in the classroom.

iv)   collect and select literature on

    a)   the value themes specified

    b)   Men and women of eminence whose actions are synonyonous with the values which are portrayed in the text .

v)   a) write on specific value theme distinguishing shades and nuance of meaning

b) design pamphlets, posters, greeting cards, banners and messages which are value oriented.

14

CHAPTER II

METHODOLOGY

2.0   Introduction

This chapter describes briefly the procedure followed in attempting to realize the objectives of this study with reference to the following aspects — the samples and the variables present therein, the collection and analysis of data as well as a discussion of the various techniques adopted. The chapter includes a discussion of the strategies used and the methodology followed in developing the basic theme that of 'living together in harmony' with respect to a lesson from the texts of each of the grades included in the study. Some more samples which exemplify the sensitization and inculcation of values leading to the realization of the objectives of this study are given in Appendices I, II, III, IV, V and VI

2.1   Sample

The study was undertaken with children belonging to grades VII, VIII and IX of DMS, Mysore. A typical cases based upon variables such as socio-economic status, type of family (nuclear, joint or single parent), education of parents and birth order were studied based on observations made during the course of the actual classroom transactions.

2.2   Data collection

The data generated was obtained in the following ways.

- Anecdotal records based upon observations of day-to-day classroom activity.
- Reflective diary maintained by teacher with respect to the phenomenon observed which were of special relevance to gauge the progress made by a child or a class with respect to the values specified.
- Audio recording of teacher talk and discussions/interactions occurring in the classroom.

15

- A summative assessment consisting of a series of questions on each lesson with the view to testing their opinions/attitudes vis-à-vis specific issues.
- Teacher's diary

2.3   Illustrative Samples

In the following sections, a few samples of lesson plans are presented along with quotations based on the anecdotal records maintained. Extracts from the teachers' diary are also given

2.3.1 Lesson Plan I - Strategies and Activities for Value Education in the ELT Classroom

GRADE	·	VII
NAME OF THE READER		English Reader Book IV Prepared by Central Institute of English, Hyderabad and National Council of Educational Research and Training
LESSON NUMBER	·	10
TITLE OF THE LESSON	.	Ashok's Reply
OBJECTIVE		Inculcating *acceptance of change for the good of the development of the country and* at the same time *preserving one's own culture*
PRE-LESSON ACTIVITY	·	Recalling the modernization that has been brought about. Students talk about preserving their culture and tradition Suggest different ways of achieving this
WHILE LESSON ACTIVITY		Comparison of schooling (eg ancient and modern) Students respond to teachers' questions – a discussion ensues.
TOOL		Textbook Material on Cultivation – Ancient and Modern Farming. Transport The Modern Appliances How these changes have brought about changes in the way of life (a collection of pictures/ snapshots/magazine cutting could also be used)

16

CLASSROOM DISCUSSION	:	Village and city life (compare and contrast the facilities available).
NOTE TO THE TEACHER		Stress on the positive aspects of modernization
ACTIVITY FOR WRITING	:	Highlighting interdependence – A grandfather writes a letter to his grandchild about the difference between the world when he was young (at school) and now State five positive differences. To have a comfortable life one has to depend on others and other nations which requires unity, leads to harmonious life and' ultimately to development.
NOTE TO THE TEACHER		This could be explained even with a few sketches by children who can draw well.

2.3.2 *Excerpts from anecdotal records*

Based upon the lesson *Ashok's Reply,* the following extracts represent some of the opinions expressed by students when asked to compare and contrast life in olden days with that in modern times

Vamshi (1st generation, eldest in a family of four)

"In olden days life was simple and good, people were helpful In modern days, people are hardworking but they are not happy. They are jealous, greedy and non-cooperative (i e they do not help people) They want luxury and comfort and a lot of money".

In response to the teacher's effort to focus on the positive aspects, opinions similar to the following were expressed

Sreesha (lower middle class, both parents graduates)

"People in olden days were less educated and more superstitious People had to walk many miles to get to school and therefore, did not go. Now we have various means of transport. We, therefore, have many educated people. There was lack of information in olden days, since it took many days for news to travel from one place to another Now news travels in fractions of seconds In olden days the only source of entertainment was through dance and music Now we have the movies, TV, Internet, etc.

Agriculture was the main occupation in olden days, now various new occupations are coming up

2.3.3 Excerpts from teacher's diary

Students compared life in olden days with that in the present, urban with rural life and life in Japan with that in India Discussion centred around how changes in society could occur through striving towards greater harmony, peace and mutual cooperation Pen friends it was felt helped in broadening one's mental horizon

2.3.4 Lesson Plan II

Name of the Reader		English Reader (V) Prepared by Central Institute of English, Hyderabad and National Council of Educational Research and Training
Lesson Number		14
Title of the Lesson		Story of Life (ii)
Objective		To enable students to • trace the manner in which evolution of mind i e. the ability to think in animals allowed closer associations. • To articulate how with the progressive growth of the mind, social bonding resulted and animals learnt from each other • discuss man's role in this evolutionary process – his quest for truth and sense of adventure in his search • discuss the importance of respecting other creative ancestor's of man
Activity	·	• Making evolution charts based on Darwin's work • Pageant representing amphibian, reptile, bird, man • Make time charts showing how relatively little time man has been on Earth (stress importance of letting live other creatures, who have been on the Earth longer than us)

		•	Group activity – collect pictures of all "categories" of animals (from insects, fishes to mammals) • View Jane Goodall's film/read books
Implied Value	:	•	Importance of social bonding. • Importance of respect for all creatures (We are not superior to other creatures Eg earlier apes made tools, other animals also use tools). • Interdependency – plants, animals, man, etc • Positive attitude to life • Natural calamities – evolution on the one hand, destruction on the other. • Nature as a teacher – observation • The urge to discover can be brought out

2.3.5 *Excerpts from anecdotal records*

The following are excerpts taken from anecdotal records and represent the divergent thoughts and opinions of students on the topic "Is nature a bane or a boon?" based on the lesson 'Story of life'. Ashwini ...(both parents postgraduates, upper class, single child) 'man and other stronger animals are destroying smaller creatures, they don't realize that they have evolved from unicellular organizations

Chinthan . (father graduate school teacher, mother housewife – both parents active theatre personae) 'I have learnt that Mother Nature is also Mother Teacher'

Anil (father a railway employee, graduate, mother housewife, passed High School) – "If there is no man then the earth would be happy because there would be no one to cut down trees The water and air would be cleaner and there would be no noise The earth would be silent and peaceful".

19

2.3.6 Excerpts from teacher's diary

A pageant representing the evolutionary processes from unicellular organism to human beings was carried out using masks which children had made themselves. Each child carried a poster stating the reason for that particular form being an important link in the evolution ending in man. For example, Apoorva wearing the mask of a fish carried a poster which was read by another student (voice over) Therefore, the poster was as follows

"Friends, I am the lung fish named Diponai. I have a swimming bladder which is modified to serve as a lung and I can also live a long time out of water My friends and I are all confined to the fresh waters of Australia, Africa and South America today From me emerged the bigger fish of the sea and in course of time we even developed the lungs to breathe Man's lungs that stretched as big as a foot ball came from me. Did you think of that ?"
Implied value The implied value was 'respect for all living organisms'. Man who considers himself the highest of human species must remember that his beginnings date back to the first form of life from which all others followed.

2.3.7 Lesson Plan III : Strategies and Activities for Value Education in the ELT Classroom

GRADE		IX
NAME OF THE READER	:	English Reader (Course B) Prepared by National Council of Educational Research and Training
Poem Number		5
Title of the Poem		The Nightingale and the Glowworm
Objectives	:	To enable students to imbibe and discuss values like mutual respect / individual freedom, respecting the divine in nature/ settling confrontations peacefully.
PRE-LESSON ACTIVITY		A few questions are asked to the students. • What do you see around you ? • Do you appreciate nature, if so why? (To bring out their aesthetic sense).

WHILE LESSON ACTIVITY	:	Students are asked to recall poems on nature which have appealed to them and if so why? (Make them realize that they are a part of this world – unity, as a value for peaceful co-existence, interdependence) Questions asked : • Do you think animals/insects live in peace and harmony? If so how? (They eat only when they are hungry, they don't kill for greed, value of contentment in life, tolerance for food habits) Have you seen a nightingale and a glowworm ? How do they co-exist?
Strategy		Discussion
Anticipated Value	.	Peace/Harmony/Mutually beneficial co-existence
Solution		Teacher helps them to visualize through examples and activities.
Extracts for quotations		"For it was the self – same power divine, Taught you so sing, and me to shine, That you with music, I with light, Might beautify and cheer the night".
Objective		Appreciating the aesthetic beauty of the language and the values of it
Contextual Objective	·	The mutual need for survival and respect Appreciating the concept of live and let live, the need for peaceful co-existences.
Post lesson activity	.	Brain vs Brawn Earlier it was survival of the fittest but now it is the survival of the cleverest Relate this idea to the fable of 'The Lion and the Mouse' - similarly in a classroom situation – if two students fight who wins….. Appreciating the value of freedom – the need for every creature, big or small, asserting their right of freedom to live.
Strategy	.	Whole class discussion Role play of the *Nightingale and the Glowworm* with reference to the poem.
Anticipated Problem	:	Varied answers, all may not express openly.
Solution	:	Students are given the opportunity to express their ideas and feelings
Implied Value	.	The importance of mutual co-existence The need to survive and live in harmony, the use of wit by the glowworm to convince the nightingale in defending its right to live. It

	takes all kinds to make the world. One should learn to appreciate the strengths of others and accept their weakness and be tolerant Teacher asks the following questions: Have you seen stray animals? What is the emotion they evoke in you? Have you seen other people like children troubling these animals? What feelings do they generate in your mind? What piece of advice would you wish to give to them? When someone superior attacks you (need not be physically alone!) how would you feel? What tactics would you adopt to defend yourself? Nightingale and the Glowworm – dramatising a similar situation (related to poem). (The story of the crow and the monkey, the ants and the snake living in peaceful co-existence – such fables can be related) Discussion- drawing, parallels. Each child relates his/her own experiences with respect to defending themselves against one another in a paragraph Talk of the animal world – food chain. Organize activities / observations related to the theme of survival of the fittest. The science teacher can be asked to help with these activities and/or observations.

2.3.8 Excerpts from anecdotal records

On the issue of animals/insects living together in perfect harmony.

Swetha – (1st generation learner, first born, father – peon,   mother – housewife)

"Pigeons live peacefully. They are harmless, they do their own work and they are united"

With respect to connectivity among individuals

Pooja – (both parents – doctors, only child)

"In olden days, people had time to be concerned   Now a days when two people meet, they talk about materialistic things.   In olden days, the person mattered, not money".

On the importance of human values ·
Sahana — (Father scientist, mother — university teacher, 2nd sibling)   Most donkeys when they are young and vigorous are used by washermen for carrying loads.   Once they become old, they are left to themselves and become strays   This is wrong. Such washermen have to be punished   There should be an old age home for animals just like there is for human beings.

2.3.9 *Excerpts from teacher's diary*

The theme which was discussed was about how 'the bigger creature preys on the smaller one'

"With respect to the poem, the sub-theme which emerged was that of the nightingale listening to the eloquent speech of the glow worm about its own worth and value when compared to the bird. The nightingale gives no reply and flies away

Core Value :   The core value is that though as a part of the natural phenomenon; the hunter preys on the hunted, the ability to stall the hunter is gracious and more effective   Each one has a valuable role to play in nature.

These excerpts are illustrative of the transactions occurring in the classroom, the responses and reactions of both teachers and students in the course of these transactions and the possible values arising as an outcome of these transactions   Lesson plans descriptive of the other transactions occurring in each of the grades taken in this study are provided in the Appendix.

23

2.4   Use of data generated in Evaluation at various Stages of the Study

While the anecdotal records and the teacher's diary were used to study the attitudes manifested by the students in the class with respect to various value themes and formed a yardstick to measure the progress of the value clarification and / or inculcation taking place in the course of interactive sessions, it was also of help to the teacher in determining what further inputs in terms of tasks and activities could be taken up in successive lessons

A number of questions based on the lessons from the textbooks constituting a series of cognitive tests were administered to determine students' responses to the various value themes emerging during the course of the interactive sessions in language teaching   The tests were administered to students in all the grades investigated.   The analysis and interpretation of the data accruing from this is discussed in Chapter III of this study.

CHAPTER III

ANALYSIS OF DATA AND INTERPRETATION

3.0   Introduction

At the end of the sessions which marked the culmination of the interactive processes in language teaching intended to bring about value clarification and thereon the inculcation of these values, an attempt was made to assess how many of these students could express coherently the values which had emerged in the course of these interactive sessions.   The assessment was carried out through a series of questions on those lessons in the textbook which had been included for carrying out the study

3.1   Preparation of the Assessment Tool

The tool used for assessment was prepared keeping in mind the actual transactions occurring in class by referring to the anecdotal records, the teachers' diary and the taped sessions of the classroom transactions. Based upon the various themes and issues which had emerged and been discussed with respect to each lesson, questions were framed which sought responses requiring students to express ideas and opinions on value based themes.

3.2   Grading of Responses

The responses were graded A, B or C   A marked responses which   · were correct, B were partly correct answers and C those which were wrong

The correct answers would be expressive of a point of view in keeping with or supporting specific value themes arising out of the main – theme of living in harmony.   While linguistic errors were regarded only as incidental errors, coherence and the presentation of ideas logically was given importance.   Partly correct responses were those which did not explore the

25

issues completely. Wrong answers were responses which did not express any understanding of the values which were being explored by the given questions

3.3 Analysis and Interpretation of the Grades given

The number of children who gave responses which were correct, partly correct and wrong with respect to each question were counted and the percentage of correct, partly correct and wrong answers were computed. This was done separately for male and female students. The χ^2 value was then worked out to find out whether there was any significant relationship between the question asked (the response sought) and the actual responses of male as against female students The implied question was – Did gender govern the kind of response given? The tables given in the following sections are arranged gradewise and in the order in which the lessons occur in the textbook.

Note: *Only those lessons and poems in the textbook which had aspects that lend themselves to the value themes undertaken in this study were taken up for the transaction of the study.*

Apart from the χ^2 test, the investigator has also studied the percentage figures in the table and analyzed the items which both groups of students, boys and girls found easy, complex and those which had better responses from girls as against boys / boys as against girls.

Thus data was analyzed in the following ways.

1. χ^2 test showing a significant relationship between the response given by a student and the sex of the student
2. Items which had correct responses from a majority of boys and girls as shown by the percentage.
3. Items to which girls responded better (as shown by the percentage).
4. Items which were complex had fewer correct responses from both groups (as shown by the percentage).

3.4   Analysis and Interpretation of Data for Grade VII

Given below are the tables and discussion based on the data generated from the cognitive tests administered to students of Grade VII

SEX *L4-Q1

Crosstab

			L4-Q1			Total
			Correct	Part.corr	Wrong	
Sex	Male	Count	3	4	7	14
		% within SEX	21 4%	28 6%	50 0%	100 0%
	Female	Count	11	3	6	20
		% within SEX	55.0%	15 0%	30.0%	100.0%
Total		Count	14	7	13	34
		% within SEX	41 2%	20 6%	38 2%	100.0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	.319	.146
No of Valid Cases		34	

SEX *L4-Q2

Crosstab

			L4-Q2			Total
			Correct	Part.corr	Wrong	
Sex	Male	Count	4	2	8	14
		% within SEX	28 6%	14 3%	57.1%	100.0%
	Female	Count	9	9	3	21
		% within SEX	42.9%	42.9%	14.3%	100.0%
Total		Count	13	11	11	35
		% within SEX	37 1%	31 4%	31.4%	100 0%

27

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	.421	023
No. of Valid Cases		35	

Figure 1
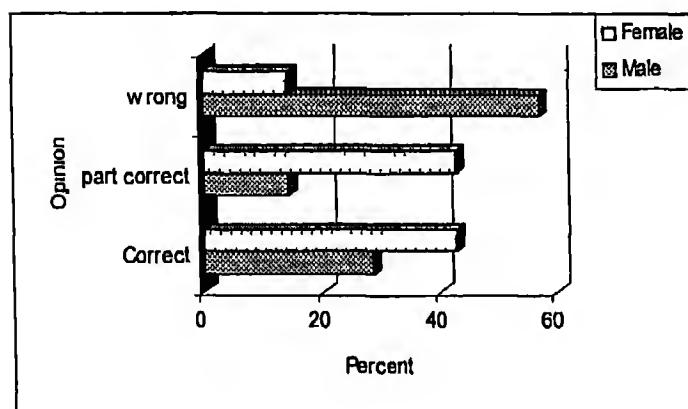
SEX *L4-Q3

Crosstab

			L4-Q3			Total
			Correct	Part.corr	Wrong	
Sex	Male	Count	6	6	1	13
		% within SEX	46.2%	46.2%	7.7%	100.0%
	Female	Count	16	5		21
		% within SEX	76.2%	23.8%		100.0
Total		Count	22	11	1	34
		% within SEX	64.7%	32 4%	2.9%	100 0%

28

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	.323	.137
No of Valid Cases		34	

SEX *L4-Q4

Crosstab

			L4-Q4			Total
			Correct	Part.corr	Wrong	
Sex	Male	Count	5	7		12
		% within SEX	41 7%	58 3%		100 0%
	Female	Count	16	3	2	21
		% within SEX	76.2%	14.3%	9.5%	100.0%
Total		Count	21	10	2	33
		% within SEX	63.6%	30.3%	6.1%	100 0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	.429	.024
No. of Valid Cases		33	

Figure 2
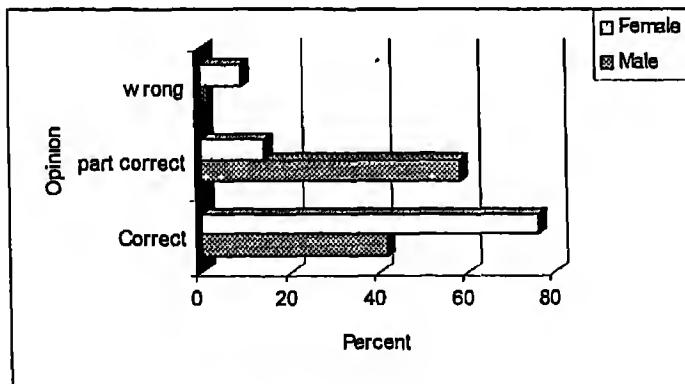
SEX *L4-Q5

Crosstab

			L4-Q5			Total
			Correct	Part.corr	Wrong	
Sex	Male	Count	3	4	1	8
		% within SEX	37 5%	50 05	12.5%	100 0%
	Female	Count	10	7		17
		% within SEX	58 8%	41.2%		100.0%
Total		Count	13	11	1	25
		% within SEX	52.0%	44.0%	4 0%	100 0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	.312	260
No of Valid Cases		25	

The questions on Lesson IV – **Thomas Alva Edison**, dealt with *the benefits conferred by science when used for constructive purposes i.e. in tandem with the forces that preserve the environment.* Students seem to have found the first question (L4-Q1) which deals with science exhibitions and their impact on knowledge difficult (probably due to a lack of personal experience) with 50% males and 30% females getting it wrong.

The Contingency Table analysis ($\chi^2 = 0.421$, $p < .023$) of L4-Q2 shows that there is a significant relationship between the response given and the sex of the respondent. 43% of the girls responded correctly by explaining a

30

successful experiment or invention by them. While another 43% gave partially correct answers. With respect to the boys however only 29% gave correct responses and 14% partially correct responses. See Fig. 1.

The implied values here were those of *cultivating a scientific temper.*

The number of correct scores with respect to L4-Q3 shows that the question which addressed the inventions made by different people – a literal level question was comparatively simple.

The contingency table analysis ($\chi^2 = 0.429$, $\rho > 0.24$) of L4-Q4 shows a significant relationship between the response given and the sex of the student responding with girls enumerating more correctly *the qualities desirable in a teacher.* Figure 2 demonstrates the difference.

The values mentioned here were largely sincerity, honesty, kindness, compassion, concern for fair play and thirst for knowledge

The responses to L4 Q5 shows that in general there exists a pattern of more number of correct responses from girls in comparison with boys (This question deals with information on various inventions of Edison)
Note: **This pattern was found to exist in all grades investigated. A reversal of the pattern with more boys than girls responding correctly have been highlighted wherever it occurs in this study.**

SEX *L5-Q1

Crosstab

			L5-Q1		Total
			Correct	Part.corr	
Sex	Male	Count	14		14
		% within SEX	100.0%		100 0%
	Female	Count	19	3	22
		% within SEX	86.4%	13 6%	100.0%
Total		Count	33	3	36
		% within SEX	91.7%	8.3%	100 0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	.234	:149
No of Valid Cases		36	

SEX *L5-Q2

Crosstab

			L5-Q2		Total
			Correct	Part.corr	
Sex	Male	Count	11	3	14
		% within SEX	78.6%	21.4%	100 0%
	Female	Count	16	6	22
		% within SEX	72 7%	27.3%	100 0%
Total		Count	27	9	36
		% within SEX	75.0%	25.0%	100 0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	.066	.693
No of Valid Cases		36	

32

SEX *L5-Q3

Crosstab

			L5-Q3			Total
			Correct	Part.corr	Wrong	
Sex	Male	Count	10	4		14
		% within SEX	71 4%	28.6%		100.0%
	Female	Count	12	7	3	22
		% within SEX	54.5%	31.8%	13.6%	100.0%
Total		Count	11	3	36	
		% within SEX	61 1%	30 6%	8.3%	100.0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	.247	.311
No. of Valid Cases		36	

SEX *L5-Q4

Crosstab

			L5-Q4			Total
			Correct	Part.corr	Wrong	
Sex	Male	Count	4	10		14
		% within SEX	28 6%	71.4%		100 0%
	Female	Count	8	11	3	22
		% within SEX	36.4%	50.0%	13.6%	100 0%
Total		Count	12	21	3	36
		% within SEX	33.3%	58.3%	8.3%	100.0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	.266	.254
No of Valid Cases		36	

33

The first two questions on Lesson V **Sri Ramakrishna Paramahamsa** which dealt with the reason *why some men and women are admirable,* drew a number of correct responses (near 75% or more) from both girls and boys. In fact, the first question L5 Q1 on identifying admirable men and women drew 100% correct response from girls

Qualities recognized and admired included, *humanity, compassion, pacifism, the courage born of conviction, self-sacrifice, patriotism, dedication,* (Gandhiji, Florence Nightingale, Jawaharlal Nehru, Mother Teresa) to name only a few.

The third question L5 Q3 which called for critical analysis – *how they influenced the lives of other people* seems to be of a higher difficulty level with the fourth – the actual putting to practice of values derived being the most difficult thereby eliciting fewer responses. The obvious reason for the difficulty experienced by the majority in answering the fourth question L5 Q4 is because of the complexity involved in the transference from thought to action

SEX *L6-Q1

Crosstab

			L6-Q1			Total
			Correct	Part.corr	Wrong	
Sex	Male	Count	2	3	9	14
		% within SEX	14.3%	21.4%	64.3%	100.0%
	Female	Count	15	5	1	21
		% within SEX	71 4%	23.8%	4.8%	100.0%
Total		Count	17	8	10	35
		% within SEX	48.6%	22 9%	28 6%	10.0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	.561	.000
No. of Valid Cases		35	

Figure 3
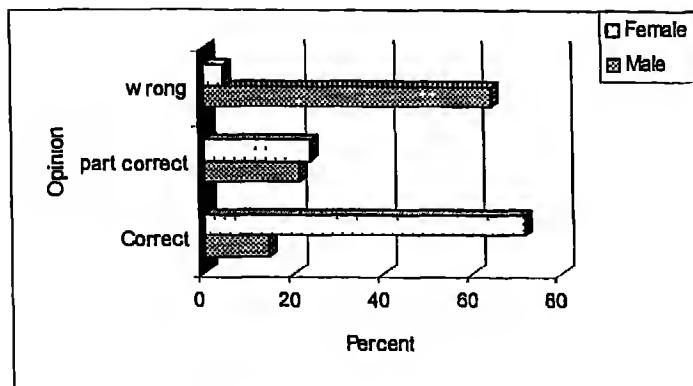
SEX *L6-Q2

Crosstab

			L6-Q2			Total
			Correct	Part.corr	Wrong	
Sex	Male	Count	2	3	8	13
		% within SEX	15.4%	23.1%	61.5%	100.0%
	Female	Count	11	7	3	21
		% within SEX	52.4%	33.3%	14.3%	100 0%
Total		Count	13	10	11	34
		% within SEX	38.2%	29.4%	32.4%	100.0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	.451	013
No. of Valid Cases		34	

Figure 4
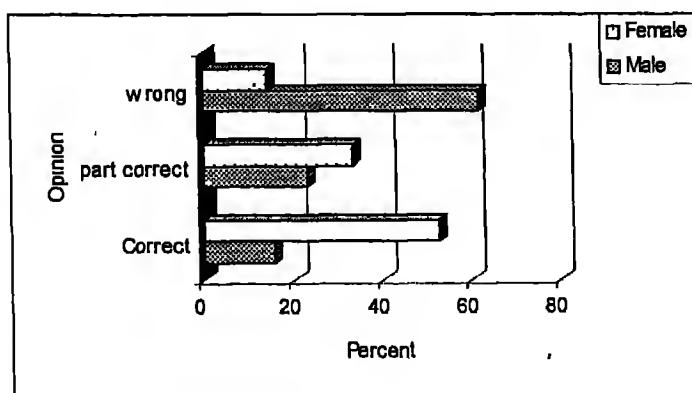
SEX *L6-Q3

Crosstab

			L6-Q3			Total
			Correct	Part corr	Wrong	
Sex	Male	Count	9	5		14
		% within SEX	64 3%	35.7%		100 0%
	Female	Count	14	5	1	20
		% within SEX	70 0%	25 0%	5 0%	100 0%
Total		Count	23	10	1	34
		% within SEX	67 6%	29 4%	2.9%	100.0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	.174	588
No of Valid Cases		34	

Lesson VI, **Robin Hood and Little John**, explored the *concept of winners and losers.*

The contingency table analysis ($\chi^2 = 0.561$, $p > .000$) of L6 Q1 indicates a significant relationship with approximately 71% of the girls using descriptive language in vividly depicting the qualities of Robinhood and Little John (characters in the story) in terms of the values demonstrated by them. Such responses came from approximately 14% of the boys in class. See Fig.3.

Similarly, the contingency table analysis ($\chi^2 = 0.451$, $\rho > .013$) of L6-Q2 indicates a significant relationship with approximately 52% of the girls discussing the qualities of being a winner – in the past and in the present. Correct responses to this question were given by approximately 15% of the boys. See Fig. 4.

SEX *L8-Q1

Crosstab

			L8-Q1		Total
			Correct	Part.corr	
Sex	Male	Count	6	6	12
		% within SEX	50.0%	50 0%	100.0%
	Female	Count	17	5	22
		% within SEX	77.3%	22 7%	100.0%
Total		Count	23	11	34
		% within SEX	67.6%	32.4%	100.0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	.268	.104
No. of Valid Cases		34	

SEX *L8-Q2

Crosstab

			L8-Q2		Total
			Correct	Part.corr	
Sex	Male	Count	6	6	12
		% within SEX	50.0%	50.0%	100 0%
	Female	Count	19	2	21
		% within SEX	90 5%	9.5%	100.0%
Total		Count	25	8	33
		% within SEX	75.8%	24.2%	100.0%

37

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	414	.009
No. of Valid Cases		33	

Figure 5
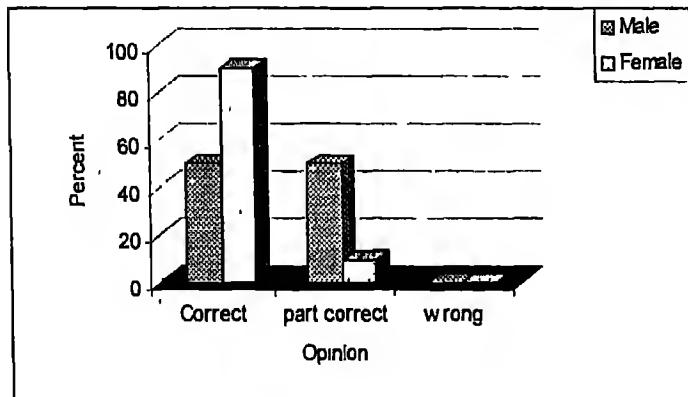
SEX *L8-Q3

Crosstab

			L8-Q3		Total
			Correct	Part.corr	
Sex	Male	Count	3	7	10
		% within SEX	30 0%	70 0%	100.0%
	Female	Count	12		12
		% within SEX	100 0%		100 0%
Total		Count	15	7	22
		% within SEX	68 2%	31 8%	100 0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	599	.000
No. of Valid Cases		22	

Figure 6
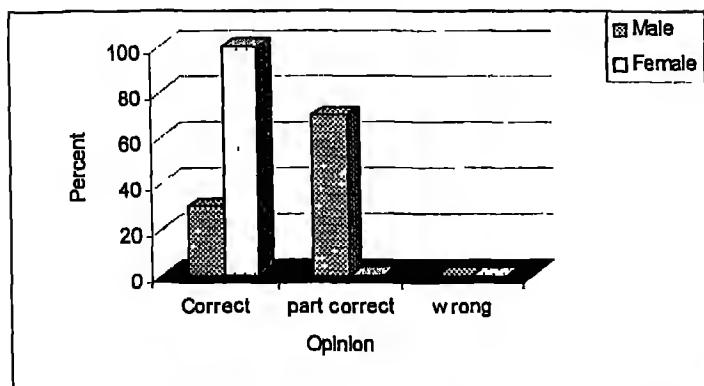
On Question 1 of the lesson VIII **Words Words Words,** i e. L8 Q1 about 75% of the girls and 50% of the boys were able to list out the words which were associated with happy images and the ones associated with unhappy ones None of the students gave responses which were incorrect

On both L8-Q2 and L8-Q3 which dealt with situations wherein the students were asked how they could react in situations which were annoying for example, a friend does not return a book, a sibling tears up a precious painting, there was a marked difference in the response between girls and boys as is indicated by the contingency table analysis for both questions.

The contingency table analysis ($\chi^2 = 0.414$, $p > .009$) for L8-Q2 and the contingency table analysis ($\chi^2 = 0.599$, $p > .000$) indicates a significant relationship.

Resolving a difficult situation amicably was favoured by more girls than boys who largely preferred aggression in resolving issues.

39

SEX *L9-Q1

Crosstab

			L9-Q1			Total
			Correct	Part.corr	Wrong	
Sex	Male	Count	4	6	2	12
		% within SEX	33.3%	50.0%	16.7%	100 0%
	Female	Count	17	4		21
		% within SEX	81.0%	19.0%		100.0%
Total		Count	21	10	2	33
		% within SEX	63 6%	30 3%	6.1%	100.0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	.455	.013
No of Valid Cases		33	

Figure 7

40
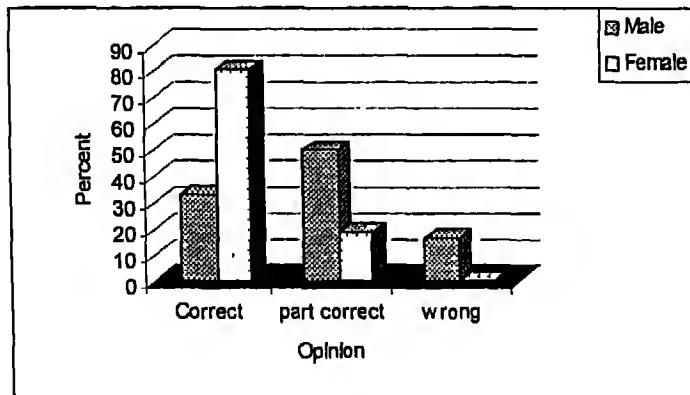
SEX *L9-Q2

Crosstab

			L9-Q2		Total
			Correct	Part.corr	
Sex	Male	Count	9	3	12
		% within SEX	75 0%	25.0%	100 0%
	Female	Count	20	1	21
		% within SEX	95 2%	4 8%	100.0%
Total		Count	29	4	33
		% within SEX	87.9%	12 1%	100.0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	.286	.087
No of Valid Cases		33	

SEX *L9-Q3

Crosstab

			L9-Q3			Total
			Correct	Part.corr	Wrong	
Sex	Male	Count	6	5	1	12
		% within SEX	50 0%	41.7%	8.3%	100.0%
	Female	Count	16	4		20
		% within SEX	80 0%	20.0%		100.0%
Total		Count	22	9	1	32
		% within SEX	68 8%	28.1%	3.1%	100.0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	.330	.142
No. of Valid Cases		32	

41

SEX *L9-Q4

Crosstab

			L9-Q4		Total
			Correct	Part.corr	
Sex	Male	Count	1	1	2
		% within SEX	50.0%	50.0%	100 0%
	Female	Count	7		7
		% within SEX	100.0%		100 0%
Total		Count	8	1	9
		% within SEX	88 9%	11.1%	100.0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	.552	.047
No. of Valid Cases		9	

Figure 8
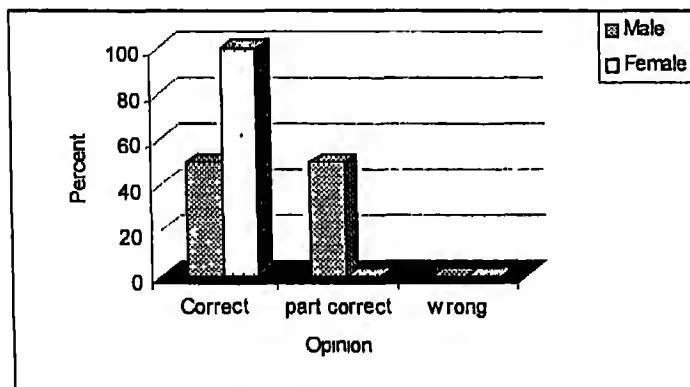
In Lesson IX, **A Letter from A Penfriend**, the question 1 (L9 Q1) dealt with *the reason for greeting friends and the manner in which one greets friends.*

The contingency table analysis ($\chi^2 = 0.455$, $p > .013$) on L9-Q1 indicates a significant relationship. More girls

than boys responded correctly appreciating qualities like *friendliness, politeness, reaching out to others*, etc. as being related to the maintaining of friendships.

On the other hand, even though the pattern of more girls giving correct answers persisted with respect to L9 Q2, the question of *the qualities required of a friend* drew a large number of correct responses from both girls and boys

L9 Q3 on *Learning about differences in culture, life style, habits, etc.* from a penfriend drew correct responses from atleast 50% of the boys, girls as usual outnumbered them with atleast 80% giving correct responses

However on L9 Q4 where the children had to discuss *how we are all same beneath our skins*   All the girls responded correctly while only half of the boys did the same.

The contingency table analysis ($\chi^2 = 0.552$, $p > .047$) of L9–Q4 indicates a significant relationship. See Fig. 8.

SEX *L10-Q1

Crosstab

			L10-Q1			Total
			Correct	Part.corr	Wrong	
Sex	Male	Count	3	10		13
		% within SEX	23 1%	76.9%		100.0%
	Female	Count	11	10	1	22
		% within SEX	50 0%	45 5%	4.5%	100.0%
Total		Count	14	20	1	35
		% within SEX	40.0%	57.1%	2.9%	100.0%

43

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	.301	175
No of Valid Cases		35	

SEX *L10-Q2

Crosstab

			L10-Q2			Total
			Correct	Part.corr	Wrong	
Sex	Male	Count	4	7	3	14
		% within SEX	28 6%	50.0%	21 4%	100 0%
	Female	Count	12	9	1	22
		% within SEX	54.5%	40 9%	4.5%	100 0%
Total		Count	16	16	4	36
		% within SEX	44 4%	44.4%	11 1%	100.0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	304	161
No. of Valid Cases		36	

SEX *L10-Q3

Crosstab

			L10-Q3			Total
			Correct	Part.corr	Wrong	
Sex	Male	Count	6	6	1	13
		% within SEX	46.2%	46 2%	7.7%	100.0%
	Female	Count	12	10		22
		% within SEX	54 5%	45.5%		100 0%
Total		Count	18	16	1	35
		% within SEX	51 4%	45 7%	2.9%	100 0%

44

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	.221	.406
No of Valid Cases		35	

SEX *L10-Q4

Crosstab

			L10-Q4			Total
			Correct	Part.corr	Wrong	.
Sex	Male	Count	4	7	2	13
		% within SEX	30 8%	53 8%	15.4%	100 0%
	Female	Count	9	10	1	20
		% within SEX	45 0%	50 0%	5 0%	100 0%
Total		Count	13	17	3	33
		% within SEX	39 4%	51.5%	9 1%	100.0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	.199	506
No of Valid Cases		33	

Lesson X, 'Ashok's Reply' required responses which enumerated the values intrinsic to different times : *ancient and modern* (L10 Q1) *different ages – old and young* (L10 Q2), *different ways of life – urban and rural* (L10 Q3) While L10 Q1 and L10 Q2 had typical responses with almost double the number of correct responses being given by girls in comparison with boys, L10 Q3 shows a slightly different pattern. While more girls seemed to respond correctly, the difference is only marginal (54.5% and 46.2% for girls and boys respectively).

Since L10 Q4 is related to L10 Q3 with only the form being letter writing for the former, the pattern indicated for L10 Q3 continues for L10 Q4 as well.

45

SEX *L13-Q1

Crosstab

			L13-Q1			Total
			Correct	Part.corr	Wrong	
Sex	Male	Count	5	8	1	14
		% within SEX	35.7%	57.1%	7 1%	100.0%
	Female	Count	7	10	4	21
		% within SEX	33 3%	47 6%	19 0%	100 0%
Total		Count	12	18	5	35
		% within SEX	34.3%	51.4%	14 3%	100.0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	.166	.608
No. of Valid Cases		35	

SEX *L13-Q2

Crosstab

			L13-Q2			Total
			Correct	Part.corr	Wrong	
Sex	Male	Count	7	6	1	14
		% within SEX	50 0%	42 9%	7.1%	100.0%
	Female	Count	16	5	1	22
		% within SEX	72.7%	22 7%	4.5%	100 0%
Total		Count	23	11	2	36
		% within SEX	63 9%	30.6%	5.6%	100.0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	.226	.381
No. of Valid Cases		36	

SEX *L13-Q3

Crosstab

			L13-Q3			Total
			Correct	Part.corr	Wrong	
Sex	Male	Count	8	5	1	14
		% within SEX	57.1%	35 7%	7.1%	100.0%
	Female	Count	10	7	3	· 20
		% within SEX	50.0%	35.0%	15 0%	100.0%
Total	·	Count	18	12	4	34
		% within SEX	52.9%	35 3%	11 8%	100 0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	.122	.774
No of Valid Cases		34	

SEX *L13-Q4

Crosstab

			L13-Q4			Total
			Correct	Part.corr	Wrong	
Sex	Male	Count	6	6	2	14
		% within SEX	42.9%	42.9%	14 3%	100.0%
	Female	Count	12	6	3	21
		% within SEX	57 1%	28.6%	14.3%	100.0%
Total		Count	18	12		35
		% within SEX	51.4%	34.3%	14.3%	100.0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	152	.659
No. of Valid Cases		35	

47

SEX *L13-Q5

Crosstab

			L13-Q5			Total
			Correct	Part.corr	Wrong	
Sex	Male	Count	6	4	3	13
		% within SEX	46.2%	30.8%	23.1%	100.0%
	Female	Count	14	6	1	21
		% within SEX	66.7%	28.6%	4 8%	100 0%
Total		Count	20	10	4	34
		% within SEX	58 8%	29.4%	11 8%	100 0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	.279	.237
No. of Valid Cases		34	

SEX *L13-Q6

Crosstab

			L13-Q6			Total
			Correct	Part.corr	Wrong	
Sex	Male	Count	4	9		13
		% within SEX	30.8%	69 2%		100.0%
	Female	Count	10	8	1	19
		% within SEX	52.6%	42 1%	5 3%	100.0%
Total		Count	14	17	1	32
		% within SEX	43 8%	53.1%	3.1%	100.0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	.274	273
No. of Valid Cases		32	

The responses to the questions on Lesson XIII, **The Great Pyramid** called for an understanding of *the relevance of great monuments as depicting the life and culture of a civilization* (L13 Q1 and L13 Q2), recognition of the hardships experienced by and the values intrinsic to the lives of the workers who built the monuments (L13 Q3 and L13 Q4), *a sense of identification* and/or *personal involvement with monuments* (L 13 Q5 and L13 Q6)

The pattern generally found of more number of correct responses from girls as against boys persists, *however with respect to this lesson, the number of partly correct answers were given by more boys than girls possibly because of their inability to articulate what they might otherwise have an understanding*

SEX *L14Q1

Crosstab

			L14-Q1		Total
			Correct	Part.corr	
Sex	Male	Count	9	5	14
		% within SEX	64.3%	35 7%	100 0%
	Female	Count	17	5	22
		% within SEX	77.3%	22.7%	100.0%
Total		Count	26	10	36
		% within SEX	72.2%	27.8%	100 0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	.140	396
No of Valid Cases		36	

SEX *L14-Q2

Crosstab

			L14-Q2			Total
			Correct	Part.corr	Wrong	
Sex	Male	Count	6	5	3	14
		% within SEX	42.9%	35.7%	21.4%	100.0%
	Female	Count	12	8	2	22
		% within SEX	54.5%	36.4%	9.1%	100.0%
Total		Count	18	13	5	36
		% within SEX	50 0%	36.1%	13.9%	100 0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	178	.556
No. of Valid Cases		36	

SEX *L14-Q3

Crosstab

			L14-Q3			Total
			Correct	Part.corr	Wrong	
Sex	Male	Count	8	2	4	14
		% within SEX	57.1%	14.3%	28 6%	100.0%
	Female	Count	13	4	5	22
		% within SEX	59.1%	18 2%	22 7%	100.0%
Total		Count	21	6	9	36
		% within SEX	58.3%	16.7%	25 0%	100 0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	.074	.905
No. of Valid Cases		36	

a)   Not assuming the null hypothesis
b)   Using the asymptotic standard error assuming the null hypothesis

SEX *L14-Q4

Crosstab

			L14-Q4			Total
			Correct	Part.corr	Wrong	
Sex	Male	Count	4	6	4	14
		% within SEX	28.6%	42.9%	28 6%	100 0%
	Female	Count	14	4	4	22
		% within SEX	63 6%	18.2%	18 2%	100 0%
Total		Count	18	10	8	36
		% within SEX	50.0%	27 8%	22 2%	100 0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	330	.111
No of Valid Cases		36	

SEX *L14-Q5

Crosstab

			L14-Q5		Total
			Correct	Part.corr	
Sex	Male	Count	, 12	2	14
		% within SEX	85.7%	14.3%	100.0%
	Female	Count	20	2	22
		% within SEX	90 9%	9 1%	100.0%
Total		Count	32	4	36
		% within SEX	88 9%	11 1%	100 0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	080	.629
No of Valid Cases		36	

51

SEX *L14-Q6

Crosstab

			L14-Q6		Total
			Correct	Part.corr	
Sex	Male	Count	9	4	13
		% within SEX	69.2%	30 8%	100.0%
	Female	Count	15	6	21
		% within SEX	71.4%	28 6%	100.0%
Total		Count	24	10	34
		% within SEX	70.6%	29.4%	100.0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	.023	.891
No. of Valid Cases		34	

On Lesson XIV, **The Story of Writing**, the responses to the questions were with respect to *the need for language* (L14 Q1), *language as a divisive force* (L14 Q2, L14 Q3) *the commonality of human experience irrespective of language* (L14 Q4) *writing down synonyms for specific words* (L4 Q4), *the value implicit in learning (respecting the need for) other languages* (L14 Q6).

The pattern of more number of correct responses being given by girls in comparison to boys, persists with this lesson as well particularly with respect to L4 Q4

SEX *L15/16-Q1

Crosstab

			L15/16-Q1			Total
			Correct	Part.corr	Wrong	
Sex	Male	Count	3	2	8	13
		% within SEX	23 1%	15.4%	61 5%	100 0%
	Female	Count	13	5	3	21
		% within SEX	61 9%	23.8%	14 3%	100 0%
Total		Count	16	7	11	34
		% within SEX	47.1%	20 6%	32 4%	100 0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	445	015
No. of Valid Cases		34	

Figure 9

53
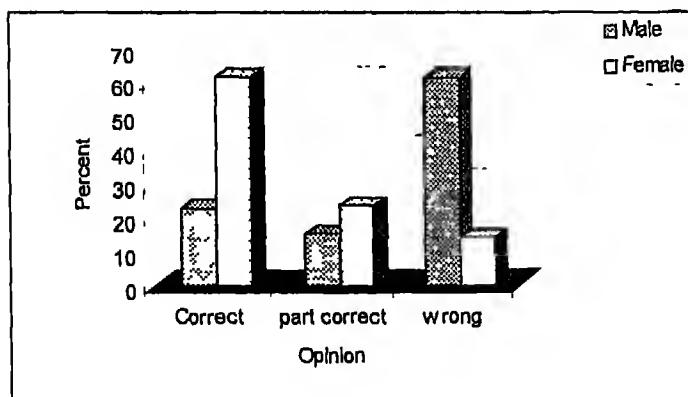
SEX *L15/16-Q2

Crosstab

			L15/16-Q2			Total
			Correct	Part.corr	Wrong	
Sex	Male	Count		6	8	14
		% within SEX		42.9%	57 1%	100 0%
	Female	Count	9	7	5	21
		% within SEX	42 9%	33.3%	23 8%	100.0%
Total		Count	9	13	13	35
		% within SEX	25.7%	37 1%	37.1%	100 0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	447	013
No of Valid Cases		35	

Figure 10
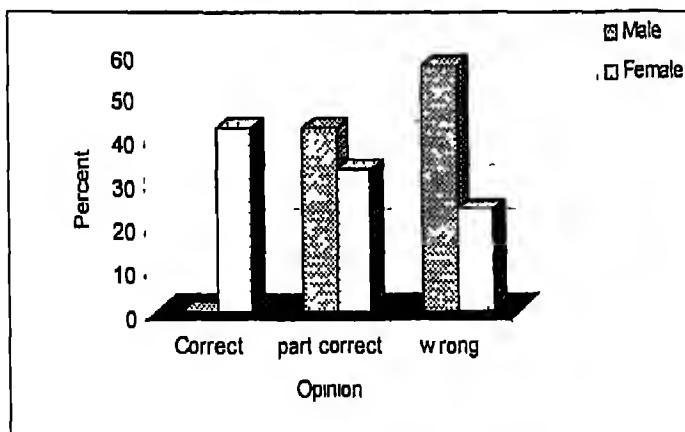
On Lesson XV and XVI, **Sindabad, the Sailor**, the responses involved admiration and respect for other cultures (L15/16-Q1) and recognition of the rich variety intrinsic to the Indian culture (L15/16- Q2)

54

The contingency table analysis on both questions, L15/16-Q1, L15/16-Q2, ($\chi^2 = 0.445$, $p < .015$ and $\chi^2 = 0.447$, $p < .013$) indicates that there is a significant relationship with more girls articulating the required values (See Fig.9 and Fig.10). As is apparent L15/16-Q2 is of a higher difficulty level than L15/16-Q1 with none of the boys responding with correct answers.

Thus respect and admiration for other cultures and enumerating the values intrinsic to one's own culture was articulated better by girls than boys.

SEX *P3-Q1

Crosstab

			P3-Q1			Total
			Correct	Part.corr	Wrong	
Sex	Male	Count	6	4		10
		% within SEX	60.0%	40.0%		100 0%
	Female	Count	17	4	1	22
		% within SEX	77.3%	18 2%	4 5%	100 0%
Total		Count	23	8	1	32
		% within SEX	71.9%	25.0%	3 1%	100 0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	245	359
No. of Valid Cases		32	

SEX *P3-Q2

Crosstab

			P3-Q2			Total
			Correct	Part.corr	Wrong	
Sex	Male	Count	9	4	1	14
		% within SEX	64.3%	28.6%	7.1%	100.0%
	Female	Count	20	1	1	22
		% within SEX	90 9%	4 5%	4.5%	100 0%
Total		Count	29	5	2	36
		% within SEX	80 6%	13 9%	5 6%	100.0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	330	110
No of Valid Cases		36	

SEX *P3-Q3

Crosstab

			P3-Q3			Total
			Correct	Part.corr	Wrong	
Sex	Male	Count	10	4		14
		% within SEX	71 4%	28 6%		100 0%
	Female	Count	17	3	2	22
		% within SEX	77.3%	13.6%	9.1%	100.0%
Total		Count	27	7	2	36
		% within SEX	75.0%	19 4%	5 6%	100 0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	.245	.318
No. of Valid Cases		36	

SEX *P3-Q4

Crosstab

			P3-Q4			Total
			Correct	Part.corr	Wrong	
Sex	Male	Count		14		14
		% within SEX		100 0%		100.0%
	Female	Count	2	18	2	22
		% within SEX	9.1%	81.8%	9 1%	100 0%
Total		Count	2	32	2	36
		% within SEX	5 6%	88.9%	5 6%	100.0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	.271	239
No of Valid Cases		36	

SEX *P3-Q5

Crosstab

			P3-Q5			Total
			Correct	Part.corr	Wrong	
Sex	Male	Count	7	7		14
		% within SEX	50.0%	50 0%		100 0%
	Female	Count	13	6	1	20
		% within SEX	65.0%	30.0%	5 0%	100 0%
Total		Count	20	13	1	34
		% within SEX	58 8%	38 2%	2 9%	100.0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	.229	391
No of Valid Cases		34	

The responses to the questions on Poem III, **My Land,** included *the significance of Independence* (P3 Q1), *patriotism* (P3 Q2 and P3 Q3) *describing freedom fighters* (P3 Q4) and *the concept of the Motherland* (P3 Q5).

While P3-Q3 (*Is patriotism required for the progress and prosperity?*) was almost equally well answered by both sexes (70% - 80%) P3-Q2 (*the concept of patriotism*) drew correct responses from 91% girls but only approximately 65% of the boys got the answer correct

Describing freedom fighters (P3 Q4) was found equally difficult by both sexes *Thus while value of patriotism in the abstract was recognized as a worthy value students found it difficult to associate these values with freedom fighters Contemporary truths seem more real than past ones*

SEX *P5-Q1

Crosstab

			P5-Q1			Total
			Correct	Part.corr	Wrong	
Sex	Male	Count	3	4	5	12
		% within SEX	25 0%	33 3%	41.7%	100 0%
	Female	Count	11	7	2	20
		% within SEX	55 0%	35 0%	10 0%	100.0%
Total		Count	14	11	7	32
		% within SEX	43.8%	34 4%	21 9%	100 0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	367	083
No. of Valid Cases		32	

58

SEX *P5-Q2

Crosstab

			P5-Q2			Total
			Correct	Part.corr	Wrong	
Sex	Male	Count	3	5	4	12
		% within SEX	25 0%	41.7%	33.3%	100.0%
	Female	Count	11	8	1	20
		% within SEX	55.0%	40.0%	5.0%	100.0%
Total		Count	14	13	5	32
		% within SEX	43 8%	40 6%	15.6%	100.0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	380	.067
No of Valid Cases		32	

SEX *P5-Q3

Crosstab

			P5-Q3			Total
			Correct	Part.corr	Wrong	
Sex	Male	Count	4	2	1	7
		% within SEX	57.1%	28 6%	14.3%	100.0%
	Female	Count	10	7	3	20
		% within SEX	50.0%	35 0%	15 0%	100.0%
Total		Count	14	9	4	27
		% within SEX	51 9%	33.3%	14 8%	100 0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	.066	.943
No of Valid Cases		27	

All the questions on Poem V, **The Wasp and the Bee,** called for differentiating between people who were like wasps (difficult, annoying) and those who were like bees (easy going, kind)

In contrast to the pattern with respect to other lessons as well as the responses to the other questions on this lesson, P5 Q2, listing out the names of people who were like bees – had slightly more correct responses from boys than from girls

Thus while boys found it difficult to articulate the positive qualities in a classmate (see L9/10 Q2 for Grade VIII), boys of grade VII were able to recognize and name people who possessed these positive qualities (actual enumeration of these qualities may have been difficult)

SEX *P9-Q1

Crosstab

			P9-Q1			Total
			Correct	Part.corr	Wrong	
Sex	Male	Count	10	3	1	14
		% within SEX	71 4%	21 4%	7 1%	100.0%
	Female	Count	16	4	2	22
		% within SEX	72.7%	18.2%	9.1%	100 0%
Total		Count	26	7	3	36
		% within SEX	72.2%	19.4%	8.3%	100 0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	.049	.957
No of Valid Cases		36	

SEX *P9-Q2

Crosstab

			P9-Q2		Total
			Correct	Part.corr	
Sex	Male	Count	13	1	14
		% within SEX	92.9%	7.1%	100 0%
	Female	Count	16	6	22
		% within SEX	72 7%	27.3%	100.0%
Total		Count	29	7	36
		% within SEX	80.6%	19 4%	100 0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	241	.137
No. of Valid Cases		36	

SEX *P9-Q3

Crosstab

			P9-Q3			Total
			Correct	Part.corr	Wrong	
Sex	Male	Count	12	1	1	14
		% within SEX	85.7%	7.1%	7.1%	100 0%
	Female	Count	17	4	1	22
		% within SEX	77 3%	18 2%	4.5%	100 0%
Total		Count	29	5	2	36
		% within SEX	80 6%	13.9%	5.6%	100.0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	.159	.628
No of Valid Cases		36	

61

SEX *P9-Q4

Crosstab

			P9-Q4			Total
			Correct	Part.corr	Wrong	
Sex	Male	Count	4	8	2	14
		% within SEX	28 6%	57 1%	14.3%	100.0%
	Female	Count	12	8	2	22
		% within SEX	54.5%	36 4%	9 1%	100.0%
Total		Count	16	16	4	36
		% within SEX	44.4%	44 4%	11.1%	100 0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	247	.311
No. of Valid Cases		36	

SEX *P9-Q5

Crosstab

			P9-Q5			Total
			Correct	Part.corr	Wrong	
Sex	Male	Count	1	6	6	13
		% within SEX	7 7%	46 2%	46.2%	100 0%
	Female	Count	14	4	4	22
		% within SEX	63.6%	18.2%	18.2%	100.0%
Total		Count	15	10	10	35
		% within SEX	42.9%	28 6%	28 6%	100 0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	479	005
No of Valid Cases		35	

Figure 11
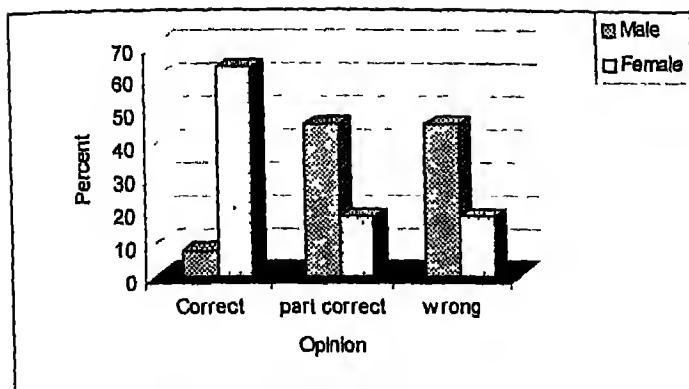
SEX *P9-Q6

Crosstab

			P9-Q6			Total
			Correct	Part.corr	Wrong	
Sex	Male	Count	6	6	2	14
		% within SEX	42.9%	42.9%	14.3%	100.0%
	Female	Count	14	7	1	22
		% within SEX	63 6%	31.8%	4.5%	100 0%
Total		Count	20	13	3	36
		% within SEX	55.6%	36 1%	8 3%	100.0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	.225	.381
No. of Valid Cases		36	

SEX *P9-Q7

Crosstab

			P9-Q7			Total
			Correct	Part.corr	Wrong	
Sex	Male	Count	1	10	3	14
		% within SEX	7.1%	71.4%	21.4%	100.0%
	Female	Count	5	10	4	19
		% within SEX	26.3%	52.6%	21.1%	100.0%
Total		Count	6	20	7	33
		% within SEX	18.2%	60 6%	21.2%	100 0%

63

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	245	.350
No. of Valid Cases		33	

On the Poem **Coromandal Fishers**, P9 Q1 dealt with connotations with respect to words which signify relationships such as mother, brother and comrade, P9 Q2 – *the life of a fisherman*, P9 Q3 – *sea faring jobs*, P9 Q4 and P9 Q5 – *the value of dedication*, P9 Q6 – *the value of unity*, P9 Q7 – *the value of living in harmony with nature*.

P9 Q2 is particularly important because there is a reversal of the established pattern of more number of correct responses from girls. *More boys than girls* (93%) responded correctly in describing *the values associated with the life of a fisherman*

The difficulty level of P9-Q4 is higher than those of the earlier questions.

The contingency table analysis ($\chi^2 = 0.479$, $p < .005$) on P9 Q5 indicates that there is a significant relationship with more girls (64% articulating correctly the value of dedication. Only 8% of the boys responded correctly. See

P9 Q7 seems the most difficult of this series with just 26% of girls and Fig. of boys responding to writing a poem on *living in harmony with nature*. However, a large number 71% boys, 53% girls have given partially correct answers indicating that while they understand the need for living in harmony, the task required – that of writing a poem – was too difficult for most.

SEX *P10-Q1

Crosstab

			P10-Q1			Total
			Correct	Part.corr	Wrong	
Sex	Male	Count	7	4	3	14
		% within SEX	50 0%	28 6%	21.4%	100.0%
	Female	Count	9	10	3	22
		% within SEX	40 9%	45 5%	13 6%	100.0%
Total		Count	16	14	6	36
		% within SEX	44.4%	38 9%	16,7%	100.0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	172	.578
No. of Valid Cases		36	

SEX *P10-Q2

Crosstab

			P10-Q2			Total
			Correct	Part.corr	Wrong	
Sex	Male	Count	5	8	1	14
		% within SEX	35 7%	57.1%	7 1%	100 0%
	Female	Count	10	8	4	22
		% within SEX	45.5%	36.4%	18 2%	100.0%
Total		Count	15	16	5	36
		% within SEX	41.7%	44.4%	13.9%	100 0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	.217	411
No. of Valid Cases		36	

SEX *P10-Q3

Crosstab

			P10-Q3			Total
			Correct	Part.corr	Wrong	
Sex	Male	Count	5	9		14
		% within SEX	35.7%	64.3%		100.0%
	Female	Count	11	7	4	22
		% within SEX	50.0%	31.8%	18.2%	100.0%
Total		Count	16	16	4	36
		% within SEX	44.4%	44 4%	11.1%	100.0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	.348	.083
No of Valid Cases		36	

SEX *P10-Q4

Crosstab

			P10-Q4			Total
			Correct	Part.corr	Wrong	
Sex	Male	Count	3	4	7	14
		% within SEX	21.4%	28.6%	50.0%	100.0%
	Female	Count	12	7	3	22
		% within SEX	54.5%	31.8%	13.6%	100.0%
Total		Count	15	11	10	36
		% within SEX	41.7%	30.6%	27.8%	100.0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	.387	.042
No. of Valid Cases		36	

Figure 12
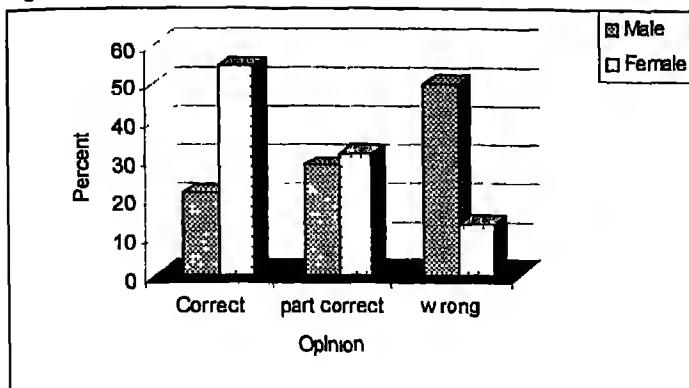
SEX *P10-Q5

Crosstab

			P10-Q5			Total
			Correct	**Part.corr**	**Wrong**	
Sex	Male	Count	5	6	2	13
		% within SEX	38.5%	46 2%	15.4%	100 0%
	Female	Count	10	8	3	21
		% within SEX	47.6%	38 1%	14 3%	100 0%
Total		Count	15	14	5	34
		% within SEX	44 1%	41 2%	14 7%	100 0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	091	.867
No of Valid Cases		34	

The questions on Poem X, **No Men are Foreign,** concerned the following issues   *similarities between people of different races* (P10 Q1) . *unity, harmony and cooperation among people leading to common good* (P10 Q2 and P10 Q3), *consequences of fight* (P10 Q4), *the role of UNO* (P10 Q5)

On P10 Q1 about half the boys articulated the correct responses while only 41% of the girls were able to do so.

There were more students from both sexes giving partly correct answers for P10 Q2, P10 Q3 and P10 Q5.

The contingency table analysis on P10 Q4 ($\chi^2 = 0.387$, $p < .042$) indicates that there is a significant relationship with girls (50%) being able to enumerate better the *consequences of war.* In contrast, 50% of the boys gave answers which were incorrect. See Fig.12.

3.5 Analysis and Interpretation of Data for Grade VIII

Given below are the tables and discussion based on the data generated from the cognitive tests administered to students of grade VIII.

SEX * L1/2 Q-1

Crosstab

			L1/2 Q-1			
			correct	part corr	wrong	Total
SEX	male	Count	32	10	1	43
		% within SEX	74 4%	23 3%	2 3%	100 0%
	female	Count	23	3		26
		% within SEX	88.5%	11 5%		100.0%
Total		Count	55	13	1	69
		% within SEX	79 7%	18 8%	1 4%	100.0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	175	335
N of Valid Cases		69	

SEX * L1/2 Q-2

Crosstab

			L1/2 Q-2		
			correct	part corr	Total
SEX	male	Count	29	12	41
		% within SEX	70 7%	29 3%	100 0%
	female	Count	23	3	26
		% within SEX	88 5%	11 5%	100 0%
Total		Count	52	15	67
		% within SEX	77 6%	22 4%	100 0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	203	090
N of Valid Cases		67	

69

SEX * L1/2 Q-3

Crosstab

			L1/2 Q-3			Total
			correct	part corr	wrong	
SEX	male	Count	26	15	1	42
		% within SEX	61 9%	35 7%	2 4%	100 0%
	female	Count	20	6		26
		% within SEX	76 9%	23 1%		100 0%
Total		Count	46	21	1	68
		% within SEX	67 6%	30 9%	1 5%	100.0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	168	371
N of Valid Cases		68	

SEX * L1/2 Q-4

Crosstab

			L1/2 Q-4			Total
			correct	part corr	wrong	
SEX	male	Count	23	17	2	42
		% within SEX	54.8%	40 5%	4 8%	100 0%
	female	Count	20	6		26
		% within SEX	76.9%	23 1%		100 0%
Total		Count	43	23	2	68
		% within SEX	63 2%	33 8%	2.9%	100.0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	234	.141
N of Valid Cases		68	

70

Responses to questions L1/2 Q-1, L1/2 Q -2, L1/2 Q-3 and L1/2 Q-4, on the lesson **A Spark Neglected Burns the House** shows that most children had understood the importance of *living in harmony with neighbours and other members of the community as well as in setting conflicts amicably*

SEX * L3 Q-1

Crosstab

			L3 Q-1		Total
			correct	part corr	
SEX	male	Count	30	10	40
		% within SEX	75 0%	25 0%	100 0%
	female	Count	23	3	26
		% within SEX	88 5%	11 5%	100 0%
Total		Count	53	13	66
		% within SEX	80 3%	19 7%	100 0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	163	179
N of Valid Cases		66	

SEX * L3 Q-2

Crosstab

			L3 Q-2			Total
			correct	part corr	wrong	
SEX	male	Count	34	6	1	41
		% within SEX	82 9%	14 6%	2 4%	100.0%
	female	Count	23	3		26
		% within SEX	88 5%	11 5%		100 0%
Total		Count	57	9	1	67
		% within SEX	85 1%	13 4%	1 5%	100 0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	.109	.669
N of Valid Cases		67	

71

SEX * L3 Q-3

Crosstab

			L3 Q-3			Total
			correct	part.corr	wrong	
SEX	male	Count	32	7	1	40
		% within SEX	80 0%	17.5%	2 5%	100.0%
	female	Count	23	3		26
		% within SEX	88.5%	11 5%		100 0%
Total		Count	55	10	1	66
		% within SEX	83.3%	15 2%	1 5%	100 0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	.131	561
N of Valid Cases		66	

SEX * L3 Q-4

Crosstab

			L3 Q-4			Total
			correct	part corr	wrong	
SEX	male	Count	25	12	2	39
		% within SEX	64 1%	30 8%	5 1%	100 0%
	female	Count	16	7	3	26
		% within SEX	61 5%	26 9%	11.5%	100 0%
Total		Count	41	19	5	65
		% within SEX	63 1%	29 2%	7 7%	100 0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	119	629
N of Valid Cases		65	

SEX * L3 Q-5

Crosstab

			L3 Q-5			Total
			correct	part corr	wrong	
SEX	male	Count	17	14	7	38
		% within SEX	44 7%	36 8%	18 4%	100 0%
	female	Count	14	9	3	26
		% within SEX	53 8%	34 6%	11 5%	100 0%
Total		Count	31	23	10	64
		% within SEX	48 4%	35.9%	15 6%	100 0%

72

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	.108	.686
N of Valid Cases		64	

In Lesson III, **Trees**, questions L3-Q1 and L3-Q2 called for responses which stressed the *importance of trees* in the environment, Question 3 called for a *celebration of the beauty of trees and thereby nature*, questions L3-Q4 and L3-Q5 required an argument for *preserving the environment by growing more trees*.

Students seem to have found questions L3-Q4 and L3-Q5 more difficult because of the *discursive* nature of the response. the difficulty seemed to lie more with the ability to express through the use of appropriate language rather than with the understanding of the underlying value theme.

SEX * L4/5 Q-1

Crosstab

			L4/5 Q-1			
			correct	part corr	wrong	Total
SEX	male	Count	26	7	8	41
		% within SEX	63.4%	17.1%	19.5%	100 0%
	female	Count	18	6	2	26
		% within SEX	69 2%	23.1%	7 7%	100 0%
Total		Count	44	13	10	67
		% within SEX	65 7%	19.4%	14 9%	100.0%

Symmetric Measures

		Value	Approx Sig.
Nominal by Nominal	Contingency Coefficient	165	.393
N of Valid Cases		67	

SEX * L4/5 Q-2

Crosstab

			L4/5 Q-2			Total
			correct	part.corr	wrong	
SEX	male	Count	23	11	5	39
		% within SEX	59.0%	28.2%	12 8%	100 0%
	female	Count	17	5	3	25
		% within SEX	68.0%	20.0%	12.0%	100 0%
Total		Count	40	16	8	64
		% within SEX	62 5%	25 0%	12 5%	100.0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	098	.735
N of Valid Cases		64	

SEX * L4/5 Q-3

Crosstab

			L4/5 Q-3			Total
			correct	part corr	wrong	
SEX	male	Count	15	14	12	41
		% within SEX	36 6%	34 1%	29 3%	100 0%
	female	Count	14	3	7	24
		% within SEX	58 3%	12 5%	29.2%	100 0%
Total		Count	29	17	19	65
		% within SEX	44 6%	26 2%	29 2%	100 0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	.250	.115
N of Valid Cases		65	

SEX * L4/5 Q-4

Crosstab

			L4/5 Q-4			Total
			correct	part corr	wrong	
SEX	male	Count	15	14	9	38
		% within SEX	39 5%	36 8%	23 7%	100 0%
	female	Count	15	4	3	22
		% within SEX	68 2%	18 2%	13.6%	100 0%
Total		Count	30	18	12	60
		% within SEX	50.0%	30.0%	20 0%	100 0%

74

Symmetric Measures

	Value	Approx Sig.
Nominal by Nominal Contingency Coefficient	267	099
N of Valid Cases	60	

In Lesson IV and V based on Shakespeare's play **The Tempest**, questions L4/5 – Q1 and L4/5 – Q2 call for responses which addressed issues related to *loving one's fellow beings, the need for compassion, forgiveness* as *a means of overcoming man's pettiness and perversities* in relation to the events occurring in the contemporary world

Similarly, questions L4/5 Q-3 and L4/5 Q-4 called for an exploration of the theme of *unconditional love, forgiveness and reconciliation* from the child's own perspective in relation to the events occurring in the society around them. Since these questions need critical and evaluative thinking, the number of correct answers were only about half and less than half (for girls) (with respect to boys) for these questions.

SEX * L6/7 Q-1

Crosstab

			L6/7 Q-1			
			correct	part corr	wrong	Total
SEX	male	Count	16	17	8	41
		% within SEX	39 0%	41 5%	19 5%	100 0%
	female	Count	16	7	3	26
		% within SEX	61 5%	26 9%	11.5%	100 0%
Total		Count	32	24	11	67
		% within SEX	47 8%	35 8%	16 4%	100 0%

Symmetric Measures

	Value	Approx Sig
Nominal by Nominal Contingency Coefficient	215	.198
N of Valid Cases	67	

The question L6/7 – Q1 based on the lesson **Gulliver in Lilliput**, Lessons VI and VII centred around the *need to resolve conflicts by overlooking*

contentious issues which are often petty and marginal. Most students were able to attempt an answer (partially correct answers) with less than 20% getting the response wrong. Only about half the class gave the correct answer since the response called for inferences to be made based on the example given

SEX * L8 Q-1

Crosstab

			L8 Q-1		Total
			correct	part corr	
SEX	male	Count	33	7	40
		% within SEX	82 5%	17 5%	100.0%
	female	Count	23	1	24
		% within SEX	95.8%	4 2%	100 0%
Total		Count	56	8	64
		% within SEX	87 5%	12 5%	100 0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	192	118
N of Valid Cases		64	

SEX * L8 Q-2

Crosstab

			L8 Q-2		Total
			correct	part corr	
SEX	male	Count	25	15	40
		% within SEX	62 5%	37 5%	100 0%
	female	Count	19	5	24
		% within SEX	79 2%	20 8%	100 0%
Total		Count	44	20	64
		% within SEX	68 8%	31 3%	100 0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	171	164
N of Valid Cases		64	

On Lesson VIII, **The Universe**, in response to question L8-Q1, all students were able to identify *the elements* which were *detrimental to life on earth*. The answers of less than 20% were only partially correct.

76

Questions L8-Q2 and L8-Q3 were related while the first called for a response to *the concept of the global family*, the other focused on the *need for mutual respect and tolerance as cohesive factors governing the relationship between the various creatures on the universe*. As with the first question, there were no wrong answers. However, the number of partially correct response were more in comparison with those given for the first question.

SEX * L9/10 Q-1

Crosstab

			L9/10 Q-1			
			correct	part corr	wrong	Total
SEX	male	Count	36	5	1	42
		% within SEX	85 7%	11 9%	2 4%	100 0%
	female	Count	25	1		26
		% within SEX	96 2%	3,8%		100 0%
Total		Count	61	6	1	68
		% within SEX	89 7%	8 8%	1.5%	100 0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	169	369
N of Valid Cases		68	

SEX * L9/10 Q-2

Crosstab

			L9/10 Q-2		
			correct	part.corr	Total
SEX	male	Count	28	14	42
		% within SEX	66.7%	33 3%	100.0%
	female	Count	24	1	25
		% within SEX	96 0%	4.0%	100 0%
Total		Count	52	15	67
		% within SEX	77 6%	22.4%	100 0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	.322	005
N of Valid Cases		67	

77

Figure 13

SEX * L9/10 Q-3

Crosstab

			L9/10 Q-3			Total
			correct	part corr	wrong	
SEX	male	Count	20	19	3	42
		% within SEX	47 6%	45 2%	7 1%	100 0%
	female	Count	19	4	2	25
		% within SEX	76 0%	16 0%	8 0%	100 0%
Total		Count	39	23	5	67
		% within SEX	58 2%	34 3%	7 5%	100 0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	289	048
N of Valid Cases		67	

SEX * L9/10 Q-4

Crosstab

			L9/10 Q-4			Total
			correct	part corr	wrong	
SEX	male	Count	29	10	3	42
		% within SEX	69.0%	23 8%	7 1%	100 0%
	female	Count	23	2		25
		% within SEX	92 0%	8 0%		100 0%
Total		Count	52	12	3	67
		% within SEX	77 6%	17 9%	4 5%	100 0%

78

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	.264	081
N of Valid Cases		67	

SEX * L9/10 Q-5

Crosstab

			L9/10 Q-5			Total
			correct	part corr	wrong	
SEX	male	Count	19	22	1	42
		% within SEX	45 2%	52.4%	2.4%	100 0%
	female	Count	21	3	1	25
		% within SEX	84 0%	12 0%	4 0%	100 0%
Total		Count	40	25	2	67
		% within SEX	59 7%	37 3%	3 0%	100 0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	375	004
N of Valid Cases		67	

Figure 14

79
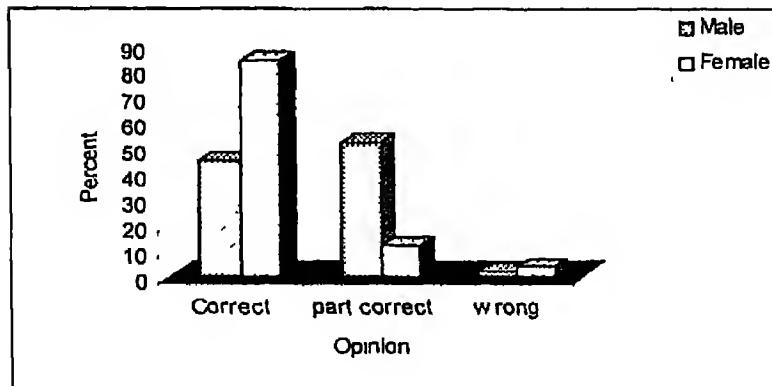
SEX * L9/10 Q-6

Crosstab

			L9/10 Q-6			
			correct	part.corr	wrong	Total
SEX	male	Count	25	12	5	42
		% within SEX	59.5%	28 6%	11.9%	100 0%
	female	Count	17	6	2	25
		% within SEX	68.0%	24 0%	8 0%	100 0%
Total		Count	42	18	7	67
		% within SEX	62.7%	26.9%	10 4%	100.0%

Symmetric Measures

		Value	Approx Sig.
Nominal by Nominal	Contingency Coefficient	089	767
N of Valid Cases		67	

Responses to question L9/10 – Q1 of Lessons IX and X, **The Country of the Blind** was nearly 90% with respect to correct answers with less than 1 percent getting it wrong. The correct response dealt with accepting differences and imperfections.

On 9/10 – Q2, (listing out the good qualities of the classmate setting next to them), contingency table analysis ($\chi^2 = 0.322$, $p < .005$) indicates that there is a significant relationship between the question asked (the values implied therein) and the responses made at the .05 level of significance. 96% of girls were able to enumerate *positive traits in a classmate*. Only 67% of the boys succeeded in doing so. See Fig. 13.

Thus, the value implicit in the attitude of *focusing on positive traits in others* seemed to be recognized and practiced more by girls than boys.

L9/10 Q3 explored the concept of *empathy with the blind* while L9/10 Q-4 focussed on the need for a *barrier free environment*. The former seems to be of a greater difficulty level than the latter in response to which majority of the girls have made specific suggestions.

The contingency table analysis of L9/10 - Q5 (χ^2 = 0.375, ρ > .004) indicates that there is a significant relationship. 84% of the girls could devise games that could be played by the blind while only 45% of the boys came out with plausible suggestions for games. See Fig. 14.

That individual differences do not hamper living in harmony – L9/10 Q-6 was attempted by a majority of the students correctly. The discoursive nature of the question seemed to have caused the partially correct answers (30%).

SEX * L11 Q1A

Crosstab

			L11 Q1A			Total
			correct	part corr	wrong	
SEX	male	Count	25	13	2	40
		% within SEX	62 5%	32 5%	5 0%	100 0%
	female	Count	20	3	2	25
		% within SEX	80 0%	12 0%	8 0%	100 0%
Total		Count	45	16	4	65
		% within SEX	69 2%	24 6%	6 2%	100 0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	227	171
N of Valid Cases		65	

SEX * L11 Q1B

Crosstab

			L11 Q1B			Total
			correct	part corr	wrong	
SEX	male	Count	25	13	2	40
		% within SEX	62 5%	32 5%	5 0%	100.0%
	female	Count	19	5	1	25
		% within SEX	76.0%	20 0%	4 0%	100 0%
Total		Count	44	18	3	65
		% within SEX	67 7%	27.7%	4.6%	100 0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	141	518
N of Valid Cases		65	

SEX * L11 Q-2

Crosstab

			L11 Q-2			
			correct	part.corr	wrong	Total
SEX	male	Count	25	14	1	40
		% within SEX	62.5%	35.0%	2 5%	100.0%
	female	Count	15	9	1	25
		% within SEX	60 0%	36 0%	4.0%	100.0%
Total		Count	40	23	2	65
		% within SEX	61 5%	35.4%	3.1%	100 0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	.045	.936
N of Valid Cases		65	

SEX * L11 Q-3

Crosstab

			L11 Q-3			
			correct	part corr	wrong	Total
SEX	male	Count	26	12	2	40
		% within SEX	65 0%	30.0%	5.0%	100.0%
	female	Count	22	2	1	25
		% within SEX	88 0%	8.0%	4 0%	100 0%
Total		Count	48	14	3	65
		% within SEX	73 8%	21.5%	4.6%	100 0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	257	101
N of Valid Cases		65	

SEX * L11 Q-4

Crosstab

			L11 Q-4			
			correct	part corr	wrong	Total
SEX	male	Count	21	11	6	38
		% within SEX	55.3%	28 9%	15.8%	100 0%
	female	Count	16	5	2	23
		% within SEX	69.6%	21 7%	8 7%	100.0%
Total		Count	37	16	8	61
		% within SEX	60 7%	26 2%	13 1%	100 0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	.145	518
N of Valid Cases		61	

SEX * L11 Q-5

Crosstab

			L11 Q-5			
			correct	part corr	wrong	Total
SEX	male	Count	15	6	14	35
		% within SEX	42 9%	17 1%	40.0%	100 0%
	female	Count	11	6	7	24
		% within SEX	45.8%	25.0%	29 2%	100.0%
Total		Count	26	12	21	59
		% within SEX	44 1%	20.3%	35 6%	100 0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	125	628
N of Valid Cases		59	

Questions L11 Q1A to L11 Q5 **Gandhiji as a Lawyer** which dealt with concepts like *truth, peace* and *settling disputes amicably* drew correct responses from more than half the class with girls giving more correct response than did boys except for question L11 Q-2 (*How do you settle classroom fights?*) which drew almost equal number of responses from both groups

83

SEX * L12/14 Q-1

Crosstab

			L12/14 Q-1			Total
			correct	part.corr	wrong	
SEX	male	Count	18	18	6	42
		% within SEX	42 9%	42 9%	14 3%	100.0%
	female	Count	17	9		26
		% within SEX	65 4%	34.6%		100 0%
Total		Count	35	27	6	68
		% within SEX	51 5%	39 7%	8.8%	100 0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	275	062
N of Valid Cases		68	

SEX * L12/14 Q-2

Crosstab

			L12/14 Q-2			Total
			correct	part corr	wrong	
SEX	male	Count	26	14	2	42
		% within SEX	61.9%	33.3%	4.8%	100 0%
	female	Count	21	5		26
		% within SEX	80 8%	19 2%		100 0%
Total		Count	47	19	2	68
		% within SEX	69 1%	27 9%	2 9%	100 0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	212	201
N of Valid Cases		68	

SEX * L12/14 Q-3

Crosstab

			L12/14 Q-3			Total
			correct	part corr	wrong	
SEX	male	Count	25	12	4	41
		% within SEX	61 0%	29 3%	9.8%	100 0%
	female	Count	19	7		26
		% within SEX	73.1%	26 9%		100.0%
Total		Count	44	19	4	67
		% within SEX	65.7%	28.4%	6.0%	100.0%

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Contingency Coefficient	.204	.232
N of Valid Cases		67	

On **The story of Life – Lessons XII and XIV**, Question L12/14 Q1 tracing the evolution of man proved to be the most difficult with questions L12/14 Q2 and L12/14 Q3 drawing more correct responses. As was the pattern of responses to all previous questions administered to assess the understanding and articulation of values, more girls seemed to have responded correctly than boys.

SEX * L13 Q1A

Crosstab

			L13 Q1A			Total
			correct	part.corr	wrong	
SEX	male	Count	26	12	2	40
		% within SEX	65 0%	30 0%	5.0%	100 0%
	female	Count	20	4	2	26
		% within SEX	76 9%	15 4%	7 7%	100.0%
Total		Count	46	16	4	66
		% within SEX	69 7%	24 2%	6 1%	100.0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	.167	387
N of Valid Cases		66	

SEX * L13 Q1B

Crosstab

			L13 Q1B			Total
			correct	part corr	wrong	
SEX	male	Count	21	12	7	40
		% within SEX	52 5%	30 0%	17 5%	100 0%
	female	Count	19	5	2	26
		% within SEX	73 1%	19 2%	7.7%	100 0%
Total		Count	40	17	9	66
		% within SEX	60 6%	25 8%	13 6%	100.0%

85

Symmetric Measures

		Value	Approx Sig.
Nominal by Nominal	Contingency Coefficient	.206	.232
N of Valid Cases		66	

SEX * L13 Q1C

Crosstab

			L13 Q1C			
			correct	part corr	wrong	Total
SEX	male	Count	22	14	4	40
		% within SEX	55 0%	35 0%	10 0%	100 0%
	female	Count	17	7	2	26
		% within SEX	65 4%	26 9%	7 7%	100 0%
Total		Count	39	21	6	66
		% within SEX	59 1%	31.8%	9.1%	100.0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	103	704
N of Valid Cases		66	

SEX * L13 Q2

Crosstab

			L13 Q2			
			correct	part corr	wrong	Total
SEX	male	Count	20	12	7	39
		% within SEX	51 3%	30.8%	17 9%	100 0%
	female	Count	21	5		26
		% within SEX	80 8%	19.2%		100 0%
Total		Count	41	17	7	65
		% within SEX	63 1%	26 2%	10.8%	100 0%

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Contingency Coefficient	324	.022
N of Valid Cases		65	

Figure 15
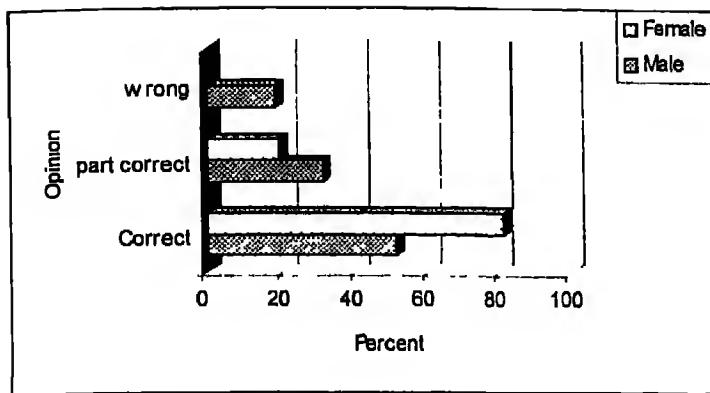
In Lesson XIII, The Glorious Whitewasher, the themes explored were that of *reward* and *punishment;* the importance of *positive reinforcement in the place of negative* .

The contingency table analysis of L3Q-2 shows that 81% of the girls *regarded rewards as bringing about better results*. Only 51% of the boys had given similar answers. See Fig 15.

SEX * L15 Q1

Crosstab

			L15 Q1			
			correct	part corr	wrong	Total
SEX	male	Count	32	6	1	39
		% within SEX	82 1%	15 4%	2 6%	100 0%
	female	Count	22	2	1	25
		% within SEX	88 0%	8 0%	4 0%	100 0%
Total		Count	54	8	2	64
		% within SEX	84 4%	12 5%	3 1%	100 0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	113	661
N of Valid Cases		64	

87

SEX * L15 Q2

Crosstab

			L15 Q2			Total
			correct	part corr	wrong	
SEX	male	Count	31	7	2	40
		% within SEX	77 5%	17 5%	5 0%	100.0%
	female	Count	23	2		25
		% within SEX	92 0%	8 0%		100 0%
Total		Count	54	9	2	65
		% within SEX	83 1%	13 8%	3 1%	100 0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	.198	267
N of Valid Cases		65	

SEX * L15 Q3

Crosstab

			L15 Q3		Total
			correct	part.corr	
SEX	male	Count	28	11	39
		% within SEX	71 8%	28.2%	100.0%
	female	Count	19	6	25
		% within SEX	76 0%	24 0%	100 0%
Total		Count	47	17	64
		% within SEX	73 4%	26 6%	100 0%

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Contingency Coefficient	046	710
N of Valid Cases		64	

SEX * L15 Q4

Crosstab

			L15 Q4			Total
			correct	part corr	wrong	
SEX	male	Count	30	7	2	39
		% within SEX	76 9%	17 9%	5 1%	100.0%
	female	Count	21	4		25
		% within SEX	84 0%	16.0%		100.0%
Total		Count	51	11	2	64
		% within SEX	79.7%	17.2%	3 1%	100 0%

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Contingency Coefficient	.147	.494
N of Valid Cases		64	

SEX * L15 Q5

Crosstab

			L15 Q5			
			correct	part.corr	wrong	Total
SEX	male	Count	24	14	1	39
		% within SEX	61 5%	35 9%	2 6%	100 0%
	female	Count	15	9	1	25
		% within SEX	60 0%	36 0%	4 0%	100 0%
Total		Count	39	23	2	64
		% within SEX	60 9%	35 9%	3 1%	100 0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	041	948
N of Valid Cases		64	

SEX * L15 Q6

Crosstab

			L15 Q6			
			correct	part corr	wrong	Total
SEX	male	Count	23	14	1	38
		% within SEX	60 5%	36 8%	2 6%	100 0%
	female	Count	20	4	1	25
		% within SEX	80 0%	16 0%	4 0%	100 0%
Total		Count	43	18	2	63
		% within SEX	68 3%	28 6%	3 2%	100 0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	220	200
N of Valid Cases		63	

SEX * L15 Q7

Crosstab

			L15 Q7			Total
			correct	part corr	wrong	
SEX	male	Count	24	13	1	38
		% within SEX	63 2%	34 2%	2.6%	100.0%
	female	Count	18	6	1	25
		% within SEX	72 0%	24 0%	4 0%	100.0%
Total		Count	42	19	2	63
		% within SEX	66 7%	30 2%	3 2%	100 0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	.111	675
N of Valid Cases		63	

The questions on **Michael Goes Climbing**, Lesson XV i e. L15 Q1 to L15 Q7 dealt with the *spirit of adventure, of bravery, of taking risks in rescuing or saving others.* Though the first four drew nearly 75% or more correct responses, question L15 Q5 which involved independent reading or adventures experienced seemed more difficult with just about 60% getting it right

SEX * P2 Q1

Crosstab

			P2 Q1		Total
			correct	part corr	
SEX	male	Count	36	3	39
		% within SEX	92 3%	7 7%	100.0%
	female	Count	19	7	26
		% within SEX	73 1%	26 9%	100 0%
Total		Count	55	10	65
		% within SEX	84 6%	15 4%	100 0%

Symmetric Measures

		Value	Approx Sig.
Nominal by Nominal	Contingency Coefficient	.253	.035
N of Valid Cases		65	

90

Figure 16
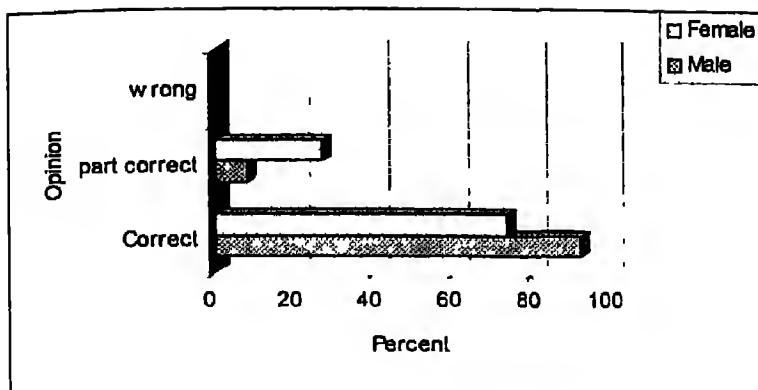
SEX * P2 Q3A

Crosstab

			P2 Q3A			
			correct	part corr	wrong	Total
SEX	male	Count	13	6	16	35
		% within SEX	37 1%	17 1%	45 7%	100 0%
	female	Count	10	5	10	25
		% within SEX	40 0%	20 0%	40 0%	100 0%
Total		Count	23	11	26	60
		% within SEX	38 3%	18 3%	43 3%	100 0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	058	902
N of Valid Cases		60	

SEX * P2Q3B

Crosstab

			P2Q3B			
			correct	part corr	wrong	Total
SEX	male	Count	14	4	15	33
		% within SEX	42 4%	12 1%	45 5%	100 0%
	female	Count	12	3	8	23
		% within SEX	52 2%	13 0%	34 8%	100 0%
Total		Count	26	7	23	56
		% within SEX	46 4%	12 5%	41 1%	100 0%

91

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	.108	718
N of Valid Cases		56	

SEX * P2 Q3C

Crosstab

			P2 Q3C			Total
			correct	part corr	wrong	
SEX	male	Count	9	9	15	33
		% within SEX	27 3%	27 3%	45 5%	100.0%
	female	Count	9	5	9	23
		% within SEX	39 1%	21 7%	39 1%	100 0%
Total		Count	18	14	24	56
		% within SEX	32 1%	25 0%	42.9%	100.0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	125	.642
N of Valid Cases		56	

SEX * P2 Q4

Crosstab

			P2 Q4			Total
			correct	part corr	wrong	
SEX	male	Count	10	14	11	35
		% within SEX	28 6%	40 0%	31.4%	100.0%
	female	Count	13	9	3	25
		% within SEX	52 0%	36 0%	12 0%	100 0%
Total		Count	23	23	14	60
		% within SEX	38 3%	38 3%	23 3%	100.0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	.264	.105
N of Valid Cases		60	

92

SEX * P2 Q5

Crosstab

			P2 Q5			
			correct	part corr	wrong	Total
SEX	male	Count	17	13	5	35
		% within SEX	48 6%	37 1%	14 3%	100.0%
	female	Count	12	12	2	26
		% within SEX	46 2%	46 2%	7 7%	100 0%
Total		Count	29	25	7	61
		% within SEX	47 5%	41 0%	11 5%	100 0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	.119	.644
N of Valid Cases		61	

Since *Living in Harmony* also meant taking the right decisions without ringing a discordant note in Poem 2, 'The Sands of Dee' questions P2 Q1 to P2 Q5 were about problem solving with respect to taking certain risks on one hand and *practicing values like obedience, courage and answering the call of duty* on the other.

While questions P2 Q2 to P2 Q5 were of a higher difficulty level with correct responses from half or less than half the students, question P2 Q1 was answered correctly by about 80% of the students.

The contingency table analysis of P2 – QQ1 ($\chi^2 = .253$, $p > 0.35$) shows that there is a significant relationship with more boys (92%) according value to *risking one's life to save that of a sibling,* than did the girls (73%). See Fig.16.

Students had greater difficulty in answering those questions where the response required them to question the call of duty. ie P2 Q3A to P2 Q5

P3 Q1.i

Crosstab

			P3 Q1.i			Total
			correct	part corr	wrong	
SEX	male	Count	27	6	8	41
		% within SEX	65 9%	14 6%	19.5%	100 0%
	female	Count	16	4	5	25
		% within SEX	64 0%	16 0%	20 0%	100 0%
Total		Count	43	10	13	66
		% within SEX	65 2%	15 2%	19 7%	100 0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	021	986
N of Valid Cases		66	

SEX * P3 Q1.ii

Crosstab

			P3 Q1 ii			Total
			correct	part corr	wrong	
SEX	male	Count	25	7	6	38
		% within SEX	65 8%	18 4%	15 8%	100 0%
	female	Count	18	6	1	25
		% within SEX	72 0%	24 0%	4 0%	100 0%
Total		Count	43	13	7	63
		% within SEX	68 3%	20 6%	11 1%	100 0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	184	333
N of Valid Cases		63	

SEX * P3 Q1.iii

Crosstab

			P3 Q1 iii			Total
			correct	part corr	wrong	
SEX	male	Count	26	10	4	40
		% within SEX	65 0%	25 0%	10 0%	100 0%
	female	Count	17	5	2	24
		% within SEX	70 8%	20 8%	8 3%	100 0%
Total		Count	43	15	6	64
		% within SEX	67 2%	23 4%	9 4%	100 0%

94

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	060	.891
N of Valid Cases		64	

SEX * P3 Q1.iv

Crosstab

			P3 Q1.iv			
			correct	part corr	wrong	Total
SEX	male	Count	22	13	5	40
		% within SEX	55 0%	32 5%	12 5%	100 0%
	female	Count	17	7	1	25
		% within SEX	68 0%	28.0%	4 0%	100 0%
Total		Count	39	20	6	65
		% within SEX	60 0%	30 8%	9 2%	100 0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	.161	.419
N of Valid Cases		65	

SEX * P3 Q2

Crosstab

			P3 Q2			
			correct	part corr	wrong	Total
SEX	male	Count	19	18	2	39
		% within SEX	48 7%	46 2%	5 1%	100.0%
	female	Count	14	10		24
		% within SEX	58 3%	41 7%		100.0%
Total		Count	33	28	2	63
		% within SEX	52 4%	44 4%	3 2%	100.0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	.155	.458
N of Valid Cases		63	

SEX * P3 Q3

Crosstab

			P3 Q3			
			correct	part corr	wrong	Total
SEX	male	Count	31	6	1	38
		% within SEX	81 6%	15 8%	2.6%	100 0%
	female	Count	22	2		24
		% within SEX	91 7%	8 3%		100 0%
Total		Count	53	8	1	62
		% within SEX	85 5%	12 9%	1 6%	100 0%

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Contingency Coefficient	151	487
N of Valid Cases		62	

SEX * P3 Q4

Crosstab

			P3 Q4			
			correct	part corr	wrong	Total
SEX	male	Count	14	24	2	40
		% within SEX	35 0%	60 0%	5 0%	100 0%
	female	Count	7	18		25
		% within SEX	28 0%	72 0%		100 0%
Total		Count	21	42	2	65
		% within SEX	32 3%	64 6%	3 1%	100 0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	165	401
N of Valid Cases		65	

SEX * P3 Q5

Crosstab

			P3 Q5			
			correct	part corr	wrong	Total
SEX	male	Count	12	19	5	36
		% within SEX	33 3%	52 8%	13 9%	100 0%
	female	Count	12	10	3	25
		% within SEX	48 0%	40 0%	12 0%	100 0%
Total		Count	24	29	8	61
		% within SEX	39 3%	47 5%	13.1%	100 0%

96

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Contingency Coefficient	147	.508
N of Valid Cases		61	

SEX * P3 Q6

Crosstab

			P3 Q6			
			correct	part corr	wrong	Total
SEX	male	Count	9	23	8	40
		% within SEX	22 5%	57 5%	20.0%	100 0%
	female	Count	11	8	5	24
		% within SEX	45 8%	33 3%	20.8%	100 0%
Total		Count	20	31	13	64
		% within SEX	31 3%	48 4%	20 3%	100 0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	254	.109
N of Valid Cases		64	

In Poem 3, 'The Mountain and the Squirrel', the questions P3 – Q1-i to P3 Q1-iv *dealt with reconciliation – setting conflicts amicably*. Question P3 Q2 explored the *connectivity between even seemingly dissimilar objects* and questions P3 Q3, P3 Q4 and P3 Q5 focused on appreciating the dignity of labour.

Given the *class* and *caste consciousness*, even children seem to have found it difficult to respond to questions P3 Q3, P3 Q4, P3 Q5 with responses which reflected their conviction of *any form of honest work as being worthwhile.*

SEX * P5 Q1

Crosstab

			P5 Q1			Total
			correct	part corr	wrong	
SEX	male	Count	33	7	1	41
		% within SEX	80 5%	17 1%	2 4%	100 0%
	female	Count	25	1		26
		% within SEX	96 2%	3 8%		100 0%
Total		Count	58	8	1	67
		% within SEX	86 6%	11 9%	1 5%	100 0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	220	181
N of Valid Cases		67	

. SEX * P5 Q2

Crosstab

			P5 Q2			Total
			correct	part corr	wrong	
SEX	male	Count	22	16	2	40
		% within SEX	55 0%	40 0%	5 0%	100 0%
	female	Count	22	4		26
		% within SEX	84 6%	15 4%		100 0%
Total		Count	44	20	2	66
		% within SEX	66 7%	30 3%	3 0%	100 0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	300	038
N of Valid Cases		66	

Figure 17

98
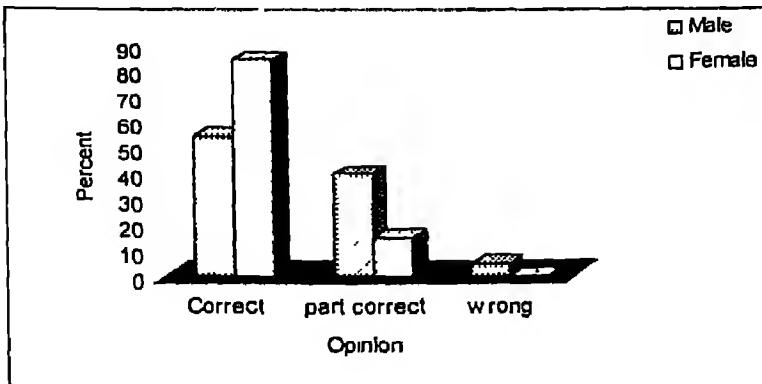
On the poem "The Owl and the Pussy Cat'- Poem V, a majority of the students in the class responded giving correct answers to the question on the *different kinds of* love people experience (Question P5 Q1).

The Contingency Table analyses on P5 Q2 (χ^2 = .300, ρ > .038) indicates that there is a significant relationship between the question and the sex of the respondent on *ways to keep love alive.* Concepts like *cordiality, amicability, diplomacy, tolerance for others* and a helpful nature figured in the answers of approximately 85% of the girls. Similar responses were made by only 55% of the boys in the grade. See Fig. 17.

SEX * P7 Q1

Crosstab

			P7 Q1			
			correct	part corr	wrong	Total
SEX	male	Count	26	13	2	41
		% within SEX	63 4%	31 7%	4 9%	100 0%
	female	Count	23	3		26
		% within SEX	88 5%	11 5%		100 0%
Total		Count	49	16	2	67
		% within SEX	73 1%	23 9%	3 0%	100.0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	272	.069
N of Valid Cases		67	

SEX * P7 Q2

Crosstab

			P7 Q2			Total
			correct	part.corr	wrong	
SEX	male	Count	33	7	1	41
		% within SEX	80 5%	17.1%	2 4%	100 0%
	female	Count	24	2		26
		% within SEX	92 3%	7.7%		100 0%
Total		Count	57	9	1	67
		% within SEX	85 1%	13 4%	1 5%	100 0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	168	.380
N of Valid Cases		67	

SEX * P7 Q3

Crosstab

			P7 Q3			Total
			correct	part corr	wrong	
SEX	male	Count	19	21	1	41
		% within SEX	46 3%	51 2%	2 4%	100 0%
	female	Count	18	8		26
		% within SEX	69 2%	30 8%		100 0%
Total		Count	37	29	1	67
		% within SEX	55 2%	43 3%	1 5%	100 0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	228	159
N of Valid Cases		67	

SEX * P7 Q4

Crosstab

			P7 Q4			Total
			correct	part corr	wrong	
SEX	male	Count	18	22		40
		% within SEX	45 0%	55 0%		100 0%
	female	Count	15	10	1	26
		% within SEX	57 7%	38 5%	3 8%	100 0%
Total		Count	33	32	1	66
		% within SEX	50 0%	48 5%	1 5%	100.0%

100

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Contingency Coefficient	.206	230
N of Valid Cases		66	

SEX * P7 Q5

Crosstab

			P7 Q5		Total
			correct	part.corr	
SEX	male	Count	25	13	38
		% within SEX	65.8%	34 2%	100 0%
	female	Count	24	2	26
		% within SEX	92 3%	7 7%	100.0%
Total		Count	49	15	64
		% within SEX	76 6%	23 4%	100.0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	.294	014
N of Valid Cases		64	

Figure 18

101
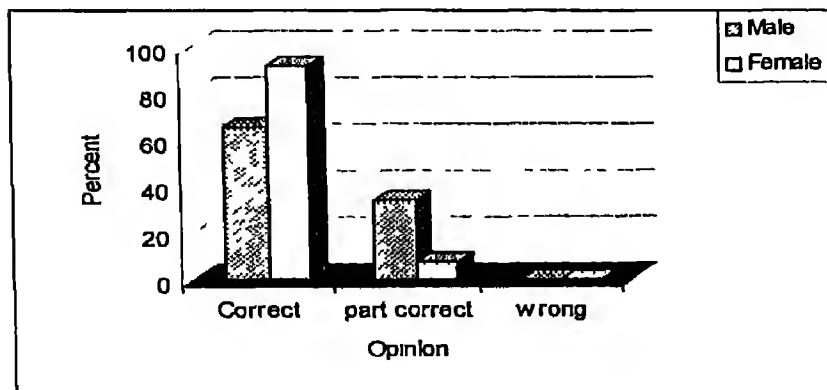
SEX * P7 Q6

Crosstab

			P7 Q6			
			correct	part.corr	wrong	Total
SEX	male	Count	29	8	1	38
		% within SEX	76.3%	21 1%	2.6%	100 0%
	female	Count	21	4	1	26
		% within SEX	80.8%	15 4%	3 8%	100.0%
Total		Count	50	12	2	64
		% within SEX	78 1%	18.8%	3.1%	100 0%

Symmetric Measures

		Value	Approx Sig.
Nominal by Nominal	Contingency Coefficient	.076	.828
N of Valid Cases		64	

SEX * P7 Q7

Crosstab

			P7 Q7			
			correct	part corr	wrong	Total
SEX	male	Count	27	11		38
		% within SEX	71 1%	28 9%		100 0%
	female	Count	20	5	1	26
		% within SEX	76 9%	19 2%	3 8%	100.0%
Total		Count	47	16	1	64
		% within SEX	73 4%	25 0%	1 6%	100 0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	179	347
N of Valid Cases		64	

SEX * P7 Q8

Crosstab

			P7 Q8			
			correct	part corr	wrong	Total
SEX	male	Count	20	14	1	35
		% within SEX	57.1%	40.0%	2 9%	100.0%
	female	Count	18	6	2	26
		% within SEX	69.2%	23.1%	7.7%	100 0%
Total		Count	38	20	3	61
		% within SEX	62.3%	32 8%	4.9%	100 0%

102

		Value	Approx. Sig.
Nominal by Nominal Contingency Coefficient		193	307
N of Valid Cases		61	

SEX * P7 Q9

Crosstab

			P7 Q9			
			correct	part corr	wrong	Total
SEX	male	Count	11	12	11	34
		% within SEX	32 4%	35 3%	32 4%	100 0%
	female	Count	11	8	4	23
		% within SEX	47 8%	34.8%	17 4%	100 0%
Total		Count	22	20	15	57
		% within SEX	38 6%	35 1%	26.3%	100 0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal Contingency Coefficient		185	364
N of Valid Cases		57	

Poem 7, **A Nation's Strength** had 9 questions the focus of which are the following Question P7 Q1 – *unity, industry and striving towards the welfare of all beings*, Questions P7 Q2, P7 Q3, P7 Q4 – *learning from the lives of great statesmen and martyrs* Questions P7 Q5 and P7 Q8 - *the role of the common man in building a nation.* Question P7 Q6 and P7 Q7 – *avoiding conflict – war and the aftermath of war*

Question P7 Q9 – *need for industry and the contribution of people from different walks towards Nation building*

While the usual pattern of more number of correct answers from girls in comparison with boys existed for all questions, the contingency table analysis ($\chi^2 = 0.294$, p >

103

.014) on P7Q5 indicates that there is a significant relationship with 93% of the girls enumerating better the contributions of scientists, farmers and teachers to a nation. Only 66% of the boys gave correct responses. See Fig. 18.

SEX * P8 Q1

Crosstab

			P8 Q1		
			correct	part corr	Total
SEX	male	Count	34	7	41
		% within SEX	82 9%	17 1%	100 0%
	female	Count	24	2	26
		% within SEX	92.3%	7 7%	100 0%
Total		Count	58	9	67
		% within SEX	86 6%	13 4%	100.0%

Symmetric Measures

		Value	Approx Sig.
Nominal by Nominal	Contingency Coefficient	.133	273
N of Valid Cases		67	

SEX * P8 Q2

Crosstab

			P8 Q2		
			correct	part corr	Total
SEX	male	Count	32	9	41
		% within SEX	78.0%	22 0%	100.0%
	female	Count	23	3	26
		% within SEX	68 5%	11 5%	100 0%
Total		Count	55	12	67
		% within SEX	82 1%	17.9%	100 0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	.131	279
N of Valid Cases		67	

SEX * P8 Q3

Crosstab

			P8 Q3			Total
			correct	part corr	wrong	
SEX	male	Count	10	5	26	41
		% within SEX	24 4%	12 2%	63 4%	100.0%
	female	Count	13	3	10	26
		% within SEX	50 0%	11 5%	38 5%	100.0%
Total		Count	23	8	36	67
		% within SEX	34 3%	11 9%	53 7%	100 0%

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Contingency Coefficient	261	.087
N of Valid Cases		67	

The questions on Nancy Hanks, Poem VIII deals with issues like *the value of family togetherness* (P8 Q1), *roles within the family* (P8 Q2), *love and duty towards old folks* (P8 Q3). While the first two questions were answered correctly by a majority, the last question seems comparatively difficult particularly for boys because of their inability to comprehend the *needs of old folks*

3.6 Analysis and Interpretation of Data for Grade IX

Given below are the tables and discussion based on the data generated from the cognitive tests administered to students of grade IX.

SEX * L1 Q1

Crosstab

			L4-Q1			Total
			Correct	Part.corr	Wrong	
Sex	Male	Count	3	8	2	13
		% within SEX	23.1%	61.5%	15.4%	100.0%
	Female	Count	11	5	4	20
		% within SEX	55 0%	25.0%	20.0%	100 0%
Total		Count	14	13	6	33
		% within SEX	42.4%	39 4%	18.2%	100 0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	352	.098
N of Valid Cases		33	

SEX * L1 Q1. ii

Crosstab

			L1 Q1 ii			Total
			correct	part corr	wrong	
SEX	Male	Count	6	5	1	12
		% within SEX	50 0%	41 7%	8 3%	100.0%
	Female	Count	11	4	4	19
		% within SEX	57 9%	21 1%	21 1%	100.0%
Total		Count	17	9	5	31
		% within SEX	54 8%	29.0%	16.1%	100.0%

106

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	240	.387
N of Valid Cases		31	

a Not assuming the null hypothesis.

b Using the asymptotic standard error assuming the null hypothesis

.i

Crosstab

			L1 Q1 1			
			correct	part corr	wrong	Total
SEX	Male	Count	3	8	2	13
		% within SEX	23 1%	61.5%	15.4%	100 0%
	Female	Count	11	5	4	20
		% within SEX	55 0%	25.0%	20 0%	100 0%
Total		Count	14	13	6	33
		% within SEX	42 4%	39 4%	18 2%	100.0%

107

Crosstab

				L1 Q1 iii			
			correct	part corr	wrong	Total	
SEX	Male	Count	3	5	4	12
		% within SEX	25 0%	41 7%	33 3%	100 0%
	Female	Count	7	8	5	20
		% within SEX	35 0%	40 0%	25.0%	100.0%
Total		Count	10	13	9	32
		% within SEX	31 3%	40 6%	28.1%	100.0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	115	.806
N of Valid Cases		32	

SEX * L1 Q1.iv

Crosstab

				L1 Q1 iv			
			correct	part corr	wrong	Total	
SEX	Male	Count	2	3	7	12
		% within SEX	16 7%	25 0%	58 3%	100 0%
	Female	Count	7	5	5	17
		% within SEX	41 2%	29 4%	29 4%	100 0%
Total		Count	9	8	12	29
		% within SEX	31 0%	27 6%	41.4%	100 0%

Symmetric Measures

		Value	Approx Sig.
Nominal by Nominal	Contingency Coefficient	298	.243
N of Valid Cases		29	

SEX * L1 Q2

Crosstab

				L1 Q2			
			correct	part corr	wrong	Total	
SEX	Male	Count	8	2	2	12
		% within SEX	66 7%	16 7%	16.7%	100.0%
	Female	Count	8	9	1	18
		% within SEX	44 4%	50 0%	5 6%	100 0%
Total		Count	16	11	3	30
		% within SEX	53 3%	36 7%	10 0%	100.0%

		Value	Approx. Sig.
Nominal by Nominal	Contingency Coefficient	333	.154
N of Valid Cases		30	

SEX * L1 Q3

Crosstab

			L1 Q3			Total
			correct	part corr	wrong	
SEX	Male	Count	3	10	1	14
		% within SEX	21 4%	71 4%	7.1%	100 0%
	Female	Count	7	8	4	19
		% within SEX	36 8%	42 1%	21 1%	100 0%
Total		Count	10	18	5	33
		% within SEX	30 3%	54 5%	15 2%	100 0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	.286	.231
N of Valid Cases		33	

SEX * L1 Q4

Crosstab

			L1 Q4			Total
			correct	part corr	wrong	
SEX	Male	Count		11	2	13
		% within SEX		84.6%	15 4%	100.0%
	Female	Count	13	4	1	18
		% within SEX	72 2%	22 2%	6 6%	100.0%
Total		Count	13	15	3	31
		% within SEX	41 9%	48 4%	9 7%	100.0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	.586	.000
N of Valid Cases		31	

109

SEX * L1 Q5

Crosstab

			L1 Q5			
			correct	part corr	wrong	Total
SEX	Male	Count	5	7	1	13
		% within SEX	38 5%	53 8%	7.7%	100.0%
	Female	Count	11	5	2	18
		% within SEX	61 1%	27 8%	11 1%	100.0%
Total		Count	16	12	3	31
		% within SEX	51 6%	38 7%	9 7%	100.0%

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Contingency Coefficient	.256	.338
N of Valid Cases		31	

Lesson I – 'Ulysses and Polyphemus' – addressed the following issues : good versus evil (L1 Q-1-1, L2 Q1-ii, L1Q1-iii, L1 Q1-iv); the evils of dictatorship – democracy as a value demonstrating respect for others (L1-Q2 and L1-Q3) the value of positive experiences – negative experiences/ responses as being destructive (L1-Q4); need to treat subordinates/people over whom you have power with respect (L1-Q5).

The contingency table analysis on L1–Q4 ($\chi^2 = 0.586$, p < .000) indicates that there is a significant relationship with

110

coherently *how they would treat people over whom they had power.* Though 84.6% of the boys gave answers which were partially correct, none were able to respond correctly. See Fig. 19.

SEX * L2 Q1

Crosstab

			L2 Q1			
			correct	part corr	wrong	Total
SEX	Male	Count	9	3	1	13
		% within SEX	69 2%	23 1%	7.7%	100.0%
	Female	Count	15	2	2	19
		% within SEX	78 9%	10 5%	10 5%	100.0%
Total		Count	24	5	3	32
		% within SEX	75 0%	15 6%	9 4%	100.0%

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Contingency Coefficient	.169	.625
N of Valid Cases		32	

SEX * L2 Q2

Crosstab

			L2 Q2			
			correct	part corr	wrong	Total
SEX	Male	Count	5	6	2	13
		% within SEX	38 5%	46 2%	15 4%	100 0%
	Female	Count	6	7	6	19
		% within SEX	31 6%	36.8%	31 6%	100 0%
Total		Count	11	13	8	32
		% within SEX	34 4%	40 6%	25 0%	100.0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	.181	.583
N of Valid Cases		32	

SEX * L2 Q3

			L2 Q3			
			correct	part corr	wrong	Total
SEX	Male	Count	4	7	2	13
		% within SEX	30.8%	53.8%	15.4%	100.0%
	Female	Count	9	7	2	18
		% within SEX	50.0%	38.9%	11.1%	100.0%
Total		Count	13	14	4	31
		% within SEX	41.9%	45.2%	12.9%	100.0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	189	564
N of Valid Cases		31	

SEX * L2 Q4

Crosstab

			L2 Q4			
			correct	part corr	wrong	Total
SEX	Male	Count	4	7	2	13
		% within SEX	30.8%	53.8%	15.4%	100.0%
	Female	Count	9	7	2	18
		% within SEX	50.0%	38.9%	11.1%	100.0%
Total		Count	13	14	4	31
		% within SEX	41.9%	45.2%	12.9%	100.0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	189	564
N of Valid Cases		31	

SEX * L2 Q5A

Crosstab

			L2 Q5A			
			correct	part corr	wrong	Total
SEX	Male	Count	3	5	5	13
		% within SEX	23.1%	38.5%	38.5%	100.0%
	Female	Count	6	10	2	18
		% within SEX	33.3%	55.6%	11.1%	100.0%
Total		Count	9	15	7	31
		% within SEX	29.0%	48.4%	22.6%	100.0%

112

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	.307	.199
N of Valid Cases		31	

Crosstab

			L2 Q5B			Total
			correct	part corr	wrong	
SEX	Male	Count	3	3	4	10
		% within SEX	30 0%	30 0%	40 0%	100.0%
	Female	Count	7	6	2	15
		% within SEX	46 7%	40 0%	13 3%	100 0%
Total		Count	10	9	6	25
		% within SEX	40 0%	36 0%	24.0%	100.0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	294	307
N of Valid Cases		25	

SEX * L2 Q6

Crosstab

			L2 Q6			Total
			correct	part corr	wrong	
SEX	Male	Count	4	3	5	12
		% within SEX	33 3%	25.0%	41.7%	100.0%
	Female	Count	5	9	3	17
		% within SEX	29 4%	52.9%	17 6%	100.0%
Total		Count	9	12	8	29
		% within SEX	31 0%	41.4%	27 6%	100.0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	298	.243
N of Valid Cases		29	

SEX * L2 Q7

Crosstab

			L2 Q7			Total
			correct	part corr	wrong	
SEX	Male	Count		5	7	12
		% within SEX		41.7%	58.3%	100.0%
	Female	Count	9	4	4	17
		% within SEX	52 9%	23 5%	23.5%	100 0%
Total		Count	9	9	11	29
		% within SEX	31 0%	31.0%	37.9%	100.0%

		Value	Approx Sig.
Nominal by Nominal Contingency Coefficient		494	.009
N of Valid Cases		29	

Figure 20
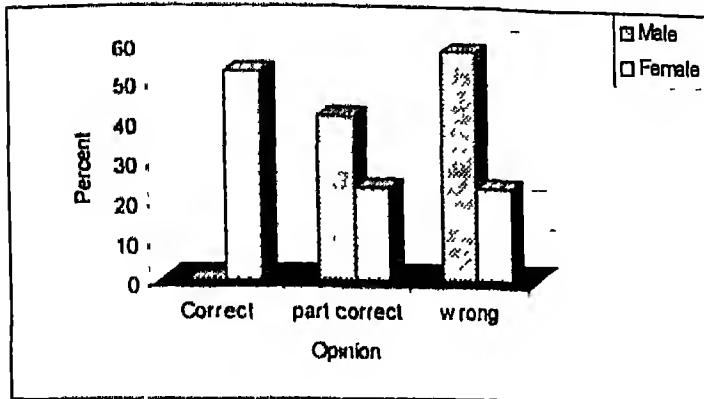
All the questions on Lesson II, Oil, dealt with the need to preserve the natural resources. Protecting the environment – living in harmony with it.

The contingency table analysis on L2 Q7 (χ^2 = 0.494, p = .009) show that there is a significant relationship. While approximately 53% of the girls were able to enumerate correctly *the uses of oil as a natural resource*; approximately 59% of the boys gave the wrong answers and only 42% gave partially correct answers. *The implied value of the expected response hinged upon respecting the environment and preserving its natural resources – the rich diversity in it.* See Fig. 20.

			L3 Q1			
			correct	part corr	wrong	Total
SEX	Male	Count	9	5		14
		% within SEX	64 3%	35 7%		100 0%
	Female	Count	16	1	1	18
		% within SEX	88 9%	5 6%	5 6%	100 0%
Total		Count	25	6	1	32
		% within SEX	78 1%	18 8%	3.1%	100.0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	374	074
N of Valid Cases		32	

SEX * L3 Q2

Crosstab

			L3 Q2			
			correct	part corr	wrong	Total
SEX	Male	Count	8	5	1	14
		% within SEX	57 1%	35 7%	7 1%	100 0%
	Female	Count	17	1		18
		% within SEX	94 4%	5 6%		100 0%
Total		Count	25	6	1	32
		% within SEX	78 1%	18 8%	3 1%	100 0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	411	039
N of Valid Cases		32	

Figure 21

116
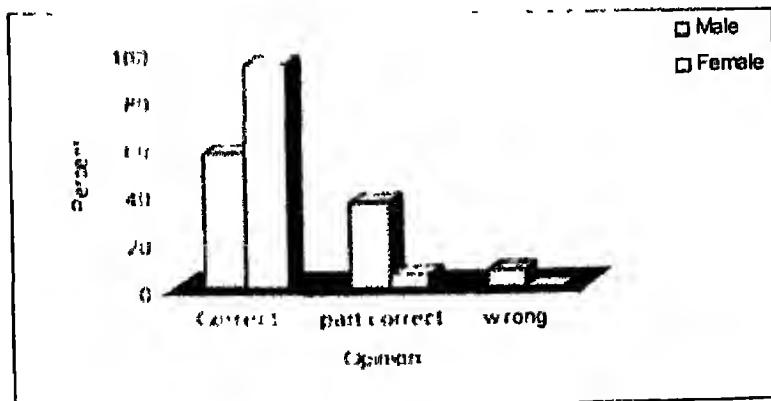
Crosstab

| | | | L3 Q3 | | | |
			correct	part corr	wrong	Total
SEX	Male	Count	8	4	2	14
		% within SEX	57 1%	28 6%	14 3%	100.0%
	Female	Count	14	4		18
		% within SEX	77 8%	22 2%		100 0%
Total		Count	22	8	2	32
		% within SEX	68 8%	25 0%	6 3%	100.0%

Symmetric Measures

		Value	Approx Sig.
Nominal by Nominal	Contingency Coefficient	301	203
N of Valid Cases		32	

SEX * L3 Q4

Crosstab

| | | | L3 Q4 | | | |
			correct	part corr	wrong	Total
SEX	Male	Count	10	1	3	14
		% within SEX	71 4%	7.1%	21.4%	100.0%
	Female	Count	15	3		18
		% within SEX	83.3%	16 7%		100.0%
Total		Count	25	4	3	32
		% within SEX	78 1%	12.5%	9.4%	100.0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	.354	.102
N of Valid Cases		32	

On Lesson III, Hilary's Aunt, the questions explores the following values cooperation and industry (L3-Q1, L3-Q2, L3-Q3), extravagance leading to waste (L3-Q4).

The contingency table analysis on L3-Q2 (χ^2 = .411, p < .039) indicates that there is a significant relationship with approximately 95% of the girls being able to enumerate *the*

117

values involved in colony behaviour found in ants; while only

58% of the boys were able to do so correctly. (None of the

girls gave a wrong answer). See Fig. 21.

SEX * L5 Q1

Crosstab

			L5 Q1			Total
			correct	part.corr	wrong	
SEX	Male	Count	3	8		11
		% within SEX	27 3%	72 7%		100.0%
	Female	Count	12	5	1	18
		% within SEX	66 7%	27 8%	5 6%	100 0%
Total		Count	15	13	1	29
		% within SEX	51 7%	44 8%	3 4%	100 0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	406	057
N of Valid Cases		29	

SEX * L5 Q2

Crosstab

			L5 Q2			Total
			correct	part corr	wrong	
SEX	Male	Count	2	7	2	11
		% within SEX	18 2%	63 6%	18 2%	100 0%
	Female	Count	11	6	1	18
		% within SEX	61 1%	33 3%	5 6%	100 0%
Total		Count	13	13	3	29
		% within SEX	44 8%	44 8%	10 3%	100 0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	392	072
N of Valid Cases		29	

SEX * L5 Q3

118

Crosstab

			L5 Q3		Total
			correct	part.corr	
SEX	Male	Count	5	6	11
		% within SEX	45 5%	54 5%	100.0%
	Female	Count	11	7	18
		% within SEX	61.1%	38.9%	100 0%
Total		Count	16	13	29
		% within SEX	55.2%	44 8%	100.0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	.151	411
N of Valid Cases		29	

On lesson V, **The Happy Prince,** all questions dealt with the central theme of *living in harmony with one's family, school mates, the society in which one lived and the world at large*

Both L5 -Q1 and L5-Q2 show girls as giving far more correct responses than boys *On the last questions L5 Q3 based on the importance of love, peace and justice, all students were able to express ideas of which even though some were only partially correct, none were wrong.*

SEX * L6 Q1

Crosstab

			L6 Q1			Total
			correct	part corr	wrong	
SEX	Male	Count	10	2	2	14
		% within SEX	71 4%	14 3%	14 3%	100.0%
	Female	Count	15	2	1	18
		% within SEX	83.3%	11 1%	5 6%	100 0%
Total		Count	25	4	3	32
		% within SEX	78.1%	12 5%	9 4%	100.0%

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Contingency Coefficient	161	.655
N of Valid Cases		32	

SEX * L6 Q2

Crosstab

			L6 Q2			
			correct	part corr	wrong	Total
SEX	Male	Count	5	4	4	13
		% within SEX	38 5%	30 8%	30 8%	100 0%
	Female	Count	10	7	2	19
		% within SEX	52 6%	36 8%	10 5%	100 0%
Total		Count	15	11	6	32
		% within SEX	46 9%	34 4%	18 8%	100 0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	.248	350
N of Valid Cases		32	

SEX * L6 Q3A

Crosstab

			L6 Q3A			
			correct	part corr	wrong	Total
SEX	Male	Count	5	6	3	14
		% within SEX	35 7%	42 9%	21 4%	100 0%
	Female	Count	14	2	3	19
		% within SEX	73 7%	10 5%	15 8%	100 0%
Total		Count	19	8	6	33
		% within SEX	57 6%	24 2%	18 2%	100 0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	382	060
N of Valid Cases		33	

SEX * L6 Q3B

Crosstab

			L6 Q3B			
			correct	part corr	wrong	Total
SEX	Male	Count	10	3	1	14
		% within SEX	71 4%	21 4%	7 1%	100 0%
	Female	Count	14	1	4	19
		% within SEX	73 7%	5 3%	21 1%	100 0%
Total		Count	24	4	5	33
		% within SEX	72.7%	12 1%	15 2%	100 0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	278	250
N of Valid Cases		33	

SEX * L6 Q3C

Crosstab

			L6 Q3C			Total
			correct	part.corr	wrong	
SEX	Male	Count	10	3	1	14
		% within SEX	71 4%	21 4%	7 1%	100 0%
	Female	Count	11	3	4	18
		% within SEX	61 1%	16 7%	22 2%	100 0%
Total		Count	21	6	5	32
		% within SEX	65 6%	18 8%	15.6%	100 0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	.203	504
N of Valid Cases		32	

121

SEX * L6 Q3D

Crosstab

			L6 Q3D			Total
			correct	part corr	wrong	
SEX	Male	Count	7	4	1	12
		% within SEX	58.3%	33.3%	8 3%	100 0%
	Female	Count	14	2	2	18
		% within SEX	77 8%	11.1%	11.1%	100.0%
Total		Count	21	6	3	30
		% within SEX	70.0%	20 0%	10 0%	100 0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	263	329
N of Valid Cases		30	

SEX * L6 Q3E

Crosstab

			L6 Q3E			Total
			correct	part corr	wrong	
SEX	Male	Count	7	3		10
		% within SEX	70 0%	30 0%		100.0%
	Female	Count	11	4	3	18
		% within SEX	61 1%	22 2%	16 7%	100 0%
Total		Count	18	7	3	28
		% within SEX	64 3%	25 0%	10.7%	100 0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	252	387
N of Valid Cases		28	

SEX * L6 Q4

Crosstab

			L6 Q4			Total
			correct	part corr	wrong	
SEX	Male	Count	6	6		12
		% within SEX	50 0%	50 0%		100 0%
	Female	Count	14	4	1	19
		% within SEX	73 7%	21 1%	5 3%	100 0%
Total		Count	20	10	1	31
		% within SEX	64 5%	32 3%	3 2%	100.0%

122

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	.305	.204
N of Valid Cases		31	

SEX * L6 Q5

Crosstab

			L6 Q5			
			correct	part corr	wrong	Total
SEX	Male	Count	4	7	1	12
		% within SEX	33 3%	58 3%	8 3%	100 0%
	Female	Count	10	6	2	18
		% within SEX	55 6%	33 3%	11.1%	100.0%
Total		Count	14	13	3	30
		% within SEX	46 7%	43 3%	10 0%	100 0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	241	395
N of Valid Cases		30	

The questions on Lesson VI, **The Man in the Train,** involved *the need to be friendly, sensible and trustful in contemporary society where many events are stressful*

While the pattern of more number of correct responses from girls persisted in this lesson also, for questions posing fearful situations L6-Q3C (being alone at an elephant show) and L6-Q3E (a disturbing noise in the neighbourhood), the pattern was reversed with more number of correct responses from boys who stated how they would act calmly and without fear.

SEX * L7 Q1

Crosstab

			L7 Q1		
			correct	part corr	Total
SEX	Male	Count	8	5	13
		% within SEX	61.5%	38.5%	100.0%
	Female	Count	17	2	19
		% within SEX	89 5%	10.5%	100 0%
Total		Count	25	7	32
		% within SEX	78 1%	21 9%	100.0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal Contingency Coefficient		315	060
N of Valid Cases		32	

SEX * L7 Q2

Crosstab

			L7 Q2			
			correct	part corr	wrong	Total
SEX	Male	Count	5	5	3	13
		% within SEX	38 5%	38 5%	23 1%	100 0%
	Female	Count	9	8	2	19
		% within SEX	47 4%	42 1%	10 5%	100 0%
Total		Count	14	13	5	32
		% within SEX	43 8%	40 6%	15 6%	100 0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal Contingency Coefficient		169	624
N of Valid Cases		32	

SEX * L7 Q3

Crosstab

			L7 Q3			
			correct	part corr	wrong	Total
SEX	Male	Count	6	7	1	14
		% within SEX	42 9%	50 0%	7 1%	100 0%
	Female	Count	12	4	2	18
		% within SEX	66 7%	22 2%	11 1%	100 0%
Total		Count	18	11	3	32
		% within SEX	56 3%	34 4%	9 4%	100 0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	279	260
N of Valid Cases		32	

SEX * L7 Q4

Crosstab

			L7 Q4			Total
			correct	part corr	wrong	
SEX	Male	Count	2	9	3	14
		% within SEX	14.3%	64.3%	21.4%	100 0%
	Female	Count	11	7		18
		% within SEX	61 1%	38 9%		100 0%
Total		Count	13	16	3	32
		% within SEX	40 6%	50 0%	9 4%	100 0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	471	010
N of Valid Cases		32	

Figure 22
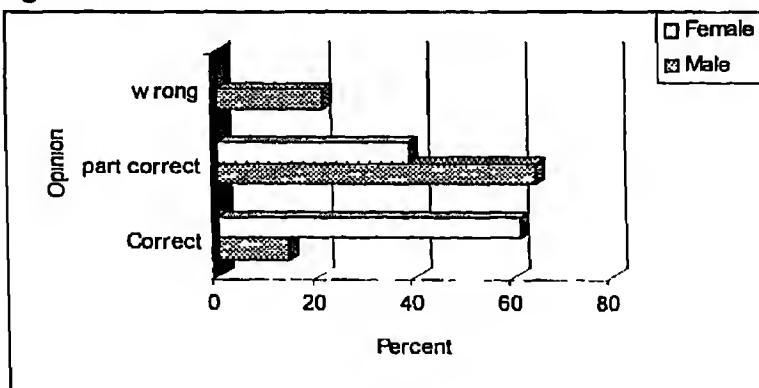
SEX * L7 Q5

Crosstab

			LB Q5			
			correct	part.corr	wrong	Total
SEX	Male	Count	5	1	8	14
		% within SEX	35.7%	7.1%	57.1%	100.0%
	Female	Count	11	2	5	18
		% within SEX	61.1%	11 1%	27.8%	100.0%
Total		Count	16	3	13	32
		% within SEX	50 0%	9 4%	40 6%	100 0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	.285	.244
N of Valid Cases		32	

In Lesson VII, **The Shoeshine,** all the questions sought responses which recognized and valued the dignity of labour

The contingency table analysis on L7-Q4 (χ^2 = .471, p < .010) indicates a significant relationship with about 61% of the girls being able to list out *culture specific and gender specific jobs* while only approximately 14% of the boys were able to do so. (The table also shows that none of the girls gave wrong answers). See Fig. 22.

SEX * L8 Q1

Crosstab

			L8 Q1			
			correct	part corr	wrong	Total
SEX	Male	Count	7	4	2	13
		% within SEX	53 8%	30 8%	15 4%	100 0%
	Female	Count	14	3		17
		% within SEX	82 4%	17 6%		100.0%
Total		Count	21	7	2	30
		% within SEX	70 0%	23 3%	6 7%	100 0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	344	134
N of Valid Cases		30	

SEX * L8 Q2

Crosstab

			L8 Q2			Total
			correct	part corr	wrong	
SEX	Male	Count	4	8	2	14
		% within SEX	28 6%	57 1%	14 3%	100 0%
	Female	Count	17	2		19
		% within SEX	89 5%	10 5%		100 0%
Total		Count	21	10	2	33
		% within SEX	63 6%	30 3%	6 1%	100 0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	534	001
N of Valid Cases		33	

Figure 23
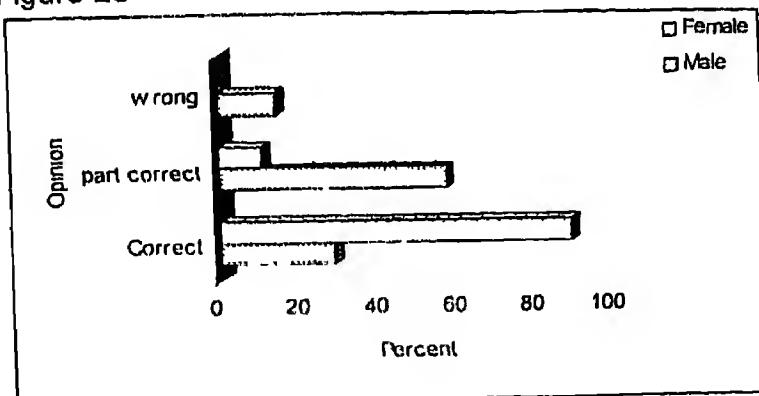
SEX * L8 Q3

127

Crosstab

			L8 Q3			
			correct	part corr	wrong	Total
SEX	Male	Count	2	9	3	14
		% within SEX	14 3%	64 3%	21.4%	100 0%
	Female	Count	12	6	1	19
		% within SEX	63 2%	31.6%	5.3%	100.0%
Total		Count	14	15	4	33
		% within SEX	42.4%	45 5%	12 1%	100.0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	.446	.017
N of Valid Cases		33	

Figure 24
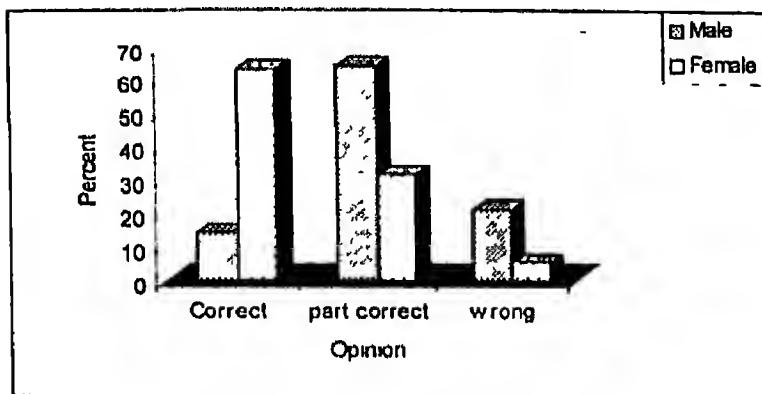
SEX * L8 Q4

Crosstab

			L8 Q4			
			correct	part corr	wrong	Total
SEX	Male	Count	5	5	3	13
		% within SEX	38 5%	38.5%	23 1%	100 0%
	Female	Count	11	6	2	19
		% within SEX	57 9%	31.6%	10.5%	100.0%
Total		Count	16	11	5	32
		% within SEX	50.0%	34.4%	15 6%	100 0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	209	.480
N of Valid Cases		32	

SEX * L8 Q5

Crosstab

			L8 Q5			Total
			correct	part corr	wrong	
SEX	Male	Count	6	4	4	14
		% within SEX	42 9%	28 6%	28 6%	100 0%
	Female	Count	14	3	2	19
		% within SEX	73 7%	15 8%	10 5%	100.0%
Total		Count	20	7	6	33
		% within SEX	60.6%	21.2%	18 2%	100 0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	303	189
N of Valid Cases		33	

SEX * L8 Q6

Crosstab

			L8 Q6			
			correct	part corr	wrong	Total
SEX	Male	Count	4	4	6	14
		% within SEX	28.6%	28 6%	42 9%	100.0%
	Female	Count	10	7	2	19
		% within SEX	52 6%	36 8%	10 5%	100 0%
Total		Count	14	11	8	33
		% within SEX	42 4%	33.3%	24 2%	100 0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	354	.093
N of Valid Cases		33	

SEX * L8 Q7

Crosstab

			L8 Q7			
			correct	part corr	wrong	Total
SEX	Male	Count	7	2	5	14
		% within SEX	50 0%	14 3%	35 7%	100 0%
	Female	Count	8	5	3	16
		% within SEX	50 0%	31 3%	18.8%	100 0%
Total		Count	15	7	8	30
		% within SEX	50 0%	23 3%	26 7%	100 0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	233	422
N of Valid Cases		30	

On lesson VIII, **Plants also Breathe and Feel,** the following issues are explored *setting conflicts amicably* (L8-Q1, L8-Q2, L8-Q3 and L8-Q4) *getting the best from the environment through the power of music* (L8-Q5 and L8-Q6), unity as the essence of all existence (L8-Q7).

The contingency table analysis on L8–Q2 (χ^2 = .534, ρ > .001) indicates that there is a significant relationship with

130

90% girls recounting *how they would manage a crisis without resorting to disruptive means.* Only 29% of the boys made similar statements. See Fig. 23.

The contingency table analysis on L8-Q3 (χ^2 = .446, p < .017) indicates that there is a significant relationship with 63% of the girls discussing experiments which demonstrate the *plants like humans respond to the stimuli.* Only 14% of the boys answered correctly. See Fig. 24.

SEX * L9 Q1

Crosstab

| | | | L9 Q1 | | | |
			correct	part corr	wrong	Total
SEX	Male	Count	9	2	3	14
		% within SEX	64 3%	14 3%	21 4%	100 0%
	Female	Count	15	1		16
		% within SEX	93 8%	6 3%		100 0%
Total		Count	24	3	3	30
		% within SEX	80 0%	10 0%	10 0%	100 0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	369	094
N of Valid Cases		30	

SEX * L9 Q2

Crosstab

			L9 Q2			Total
			correct	part corr	wrong	
SEX	Male	Count	4	6	3	13
		% within SEX	30 8%	46 2%	23 1%	100.0%
	Female	Count	10	6		16
		% within SEX	62 5%	37.5%		100.0%
Total		Count	14	12	3	29
		% within SEX	48.3%	41 4%	10 3%	100 0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	394	070
N of Valid Cases		29	

SEX * L9 Q3

Crosstab

			L9 Q3			Total
			correct	part corr	wrong	
SEX	Male	Count	9	3	1	13
		% within SEX	69.2%	23 1%	7 7%	100 0%
	Female	Count	15	1		16
		% within SEX	93 8%	6 3%		100 0%
Total		Count	24	4	1	29
		% within SEX	82.8%	13 8%	3 4%	100 0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	.316	199
N of Valid Cases		29	

SEX * L9 Q4

Crosstab

			L9 Q4			Total
			correct	part corr	wrong	
SEX	Male	Count	9	2	2	13
		% within SEX	69 2%	15 4%	15 4%	100 0%
	Female	Count	16			16
		% within SEX	100 0%			100 0%
Total		Count	25	2	2	29
		% within SEX	86 2%	6 9%	6 9%	100 0%

132

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Contingency Coefficient	.406	.058
N of Valid Cases		29	

SEX * L9 Q5

Crosstab

			L9 Q5			Total
			correct	part corr	wrong	
SEX	Male	Count	5	5	2	12
		% within SEX	41 7%	41 7%	16 7%	100 0%
	Female	Count	12	2	2	16
		% within SEX	75 0%	12 5%	12 5%	100 0%
Total		Count	17	7	4	28
		% within SEX	60.7%	25 0%	14 3%	100 0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	340	159
N of Valid Cases		28	

133

SEX * L9 Q6

Crosstab

			L9 Q6 correct	L9 Q6 part corr	L9 Q6 wrong	Total
SEX	Male	Count	6	4	2	12
		% within SEX	50 0%	33 3%	16 7%	100 0%
	Female	Count	15	2		17
		% within SEX	88 2%	11 8%		100.0%
Total		Count	21	6	2	29
		% within SEX	72 4%	20 7%	6 9%	100 0%

Symmetric Measures

		Value	Approx Sig.
Nominal by Nominal	Contingency Coefficient	409	054
N of Valid Cases		29	

On Lesson IX, **The little Girl,** the questions addressed the following issues . respect for and importance of family values (L9-Q1), harmony within the family leading to stability in society (L9-Q2 and L9-Q6).

All the girls gave correct answers for L9 Q4 by bringing out the value *of a child living in harmony within the family.*

On L9-Q3 also, 93% of the girls were able to state the *value* implicit in *living harmoniously in the context of the family.*

Family values seemed important for the boys as well with approximately 70% responding correctly to L9-Q4 and L9-Q3.

SEX * L10 Q1A

Crosstab

			L10 Q1A correct	L10 Q1A part corr	L10 Q1A wrong	Total
SEX	Male	Count	13			13
		% within SEX	100 0%			100 0%
	Female	Count	14	3	1	18
		% within SEX	77 8%	16 7%	5 6%	100 0%
Total		Count	27	3	1	31
		% within SEX	87 1%	9 7%	3.2%	100 0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	311	.190
N of Valid Cases		31	

SEX * L10 Q1B

Crosstab

			L10 Q1B			
			correct	part corr	wrong	Total
SEX	Male	Count	9	4	1	14
		% within SEX	64 3%	28 6%	7 1%	100 0%
	Female	Count	14	3	1	18
		% within SEX	77 8%	16 7%	5 6%	100 0%
Total		Count	23	7	2	32
		% within SEX	71 9%	21.9%	6 3%	100 0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	150	.690
N of Valid Cases		32	

SEX * L10 Q1C

Crosstab

			L10 Q1C			
			correct	part corr	wrong	Total
SEX	Male	Count	10	2	2	14
		% within SEX	71 4%	14 3%	14 3%	100 0%
	Female	Count	11	4	3	18
		% within SEX	61.1%	22 2%	16.7%	100.0%
Total		Count	21	6	5	32
		% within SEX	65 6%	18 8%	15 6%	100 0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	114	.810
N of Valid Cases		32	

SEX * L10 Q1D

Crosstab

			L10 Q1D			Total
			correct	part corr	wrong	
SEX	Male	Count	9	3	1	13
		% within SEX	69.2%	23 1%	7 7%	100.0%
	Female	Count	14	1	3	18
		% within SEX	77 8%	5.6%	16 7%	100 0%
Total		Count	23	4	4	31
		% within SEX	74 2%	12 9%	12.9%	100 0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	265	310
N of Valid Cases		31	

SEX * L 10 Q2

Crosstab

			L 10 Q2			Total
			correct	part corr	wrong	
SEX	Male	Count	9	3	1	13
		% within SEX	69 2%	23 1%	7 7%	100 0%
	Female	Count	11	6	1	18
		% within SEX	61.1%	33 3%	5 6%	100 0%
Total		Count	20	9	2	31
		% within SEX	64 5%	29 0%	6 5%	100 0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	113	817
N of Valid Cases		31	

SEX * L 10 Q3

Crosstab

			L 10 Q3			Total
			correct	part corr	wrong	
SEX	Male	Count	5	3	5	13
		% within SEX	38 5%	23 1%	38 5%	100 0%
	Female	Count	11	5	2	18
		% within SEX	61 1%	27 8%	11 1%	100 0%
Total		Count	16	8	7	31
		% within SEX	51 6%	25 8%	22 6%	100 0%

.

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	311	.191
N of Valid Cases		31	

SEX * L 10 Q4

Crosstab

			L 10 Q4			Total
			correct	part.corr	wrong	
SEX	Male	Count	5	3	6	14
		% within SEX	35 7%	21.4%	42.9%	100 0%
	Female	Count	10	4	4	18
		% within SEX	55.6%	22 2%	22 2%	100.0%
Total		Count	15	7	10	32
		% within SEX	46 9%	21 9%	31.3%	100 0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	227	420
N of Valid Cases		32	

SEX * L 10 Q5

Crosstab

			L 10 Q5			Total
			correct	part corr	wrong	
SEX	Male	Count	6	6	2	14
		% within SEX	42.9%	42 9%	14 3%	100 0%
	Female	Count	10	6		16
		% within SEX	62 5%	37 5%		100 0%
Total		Count	16	12	2	30
		% within SEX	53 3%	40 0%	6 7%	100 0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	296	.237
N of Valid Cases		30	

SEX * L 10 Q6

137

Crosstab

			L 10 Q6			
			correct	part corr	wrong	Total
SEX	Male	Count	7	4	1	12
		% within SEX	58 3%	33 3%	8 3%	100 0%
	Female	Count	13	4	1	18
		% within SEX	72.2%	22 2%	5 6%	100 0%
Total		Count	20	8	2	30
		% within SEX	66 7%	26 7%	6 7%	100 0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	.143	732
N of Valid Cases		30	

SEX * L 10 Q7

Crosstab

			L 10 Q7			
			correct	part corr	wrong	Total
SEX	Male	Count	6	5	2	13
		% within SEX	46 2%	38 5%	15 4%	100.0%
	Female	Count	15	1	2	18
		% within SEX	83 3%	5 6%	11 1%	100 0%
Total		Count	21	6	4	31
		% within SEX	67 7%	19 4%	12 9%	100 0%

Symmetric Measures

		Value	Approx Sig.
Nominal by Nominal	Contingency Coefficient	399	053
N of Valid Cases		31	

SEX * L 10 Q8

Crosstab

			L 10 Q8			
			correct	part corr	wrong	Total
SEX	Male	Count	6	4	3	13
		% within SEX	46 2%	30 8%	23 1%	100 0%
	Female	Count	13	3	2	18
		% within SEX	72 2%	16 7%	11 1%	100 0%
Total		Count	19	7	5	31
		% within SEX	61 3%	22 6%	16 1%	100 0%

Symmetric Measures

	Value	Approx Sig
Nominal by Nominal Contingency Coefficient	256	338
N of Valid Cases	31	

On Lesson X, **I Don't Believe I Know You,** all the questions (L10-Q1 to L10-Q8) deal with *reforming criminals through understanding differences in human experiences and striving to overcome them.*

L10- Q1A which sought an understanding of the *reasons for criminality* (Phoolan Devi) was answered successfully by all the boys while only 78% of the girls responded correctly to it

Similarly, L10-Q1C where responses about the *reformation of criminals by various members of society* (Jayaprakash Narayan and Kiran Bedi) were sought, 71% of boys answered correctly while correct responses were given by 61% of girls

SEX * P1 Q1

Crosstab

			P1 Q1			
			correct	part corr	wrong	Total
SEX	Male	Count	4	6	4	14
		% within SEX	28 6%	42 9%	28 6%	100 0%
	Female	Count	10	3	1	14
		% within SEX	71 4%	21 4%	7 1%	100 0%
Total		Count	14	9	5	28
		% within SEX	50 0%	32 1%	17 9%	100 0%

Symmetric Measures

	Value	Approx Sig
Nominal by Nominal Contingency Coefficient	401	068
N of Valid Cases	28	

SEX * P1 Q2

Crosstab

| | | | P1 Q2 | | | |
			correct	part corr	wrong	Total
SEX	Male	Count	2	9	3	14
		% within SEX	14 3%	64.3%	21 4%	100 0%
	Female	Count	16	4		20
		% within SEX	80.0%	20 0%		100 0%
Total		Count	18	13	3	34
		% within SEX	52.9%	38 2%	8 8%	100 0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	556	.000
N of Valid Cases		34	

Figure 25
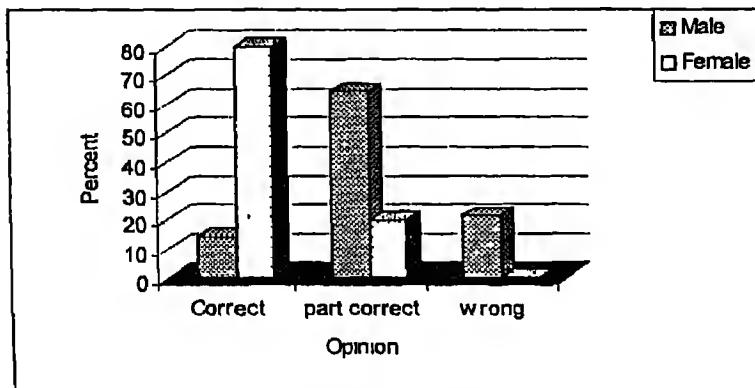
SEX * P1 Q3

Crosstab

| | | | P1 Q3 | | | |
			correct	part corr	wrong	Total
SEX	Male	Count	4	4	6	14
		% within SEX	28 6%	28 6%	42 9%	100 0%
	Female	Count	16	3	1	20
		% within SEX	80 0%	15 0%	5 0%	100 0%
Total		Count	20	7	7	34
		% within SEX	58 8%	20 6%	20 6%	100 0%

140

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	480	.006
N of Valid Cases		34	

Figure 26
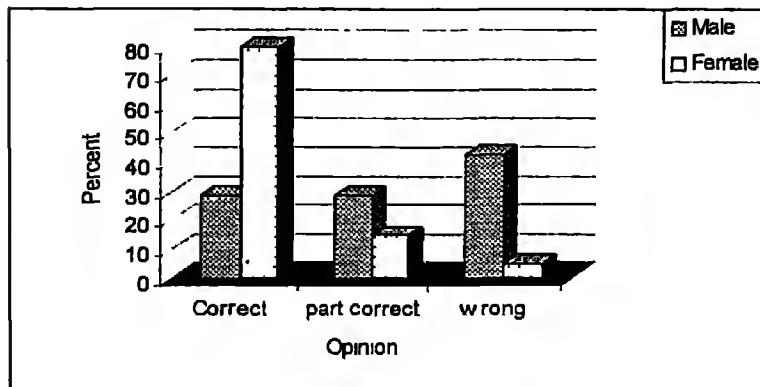
SEX * P1 Q4

Crosstab

			P1 Q4			Total
			correct	part corr	wrong	
SEX	Male	Count	5	6	3	14
		% within SEX	35 7%	42 9%	21 4%	100 0%
	Female	Count	15	3	2	20
		% within SEX	75 0%	15 0%	10 0%	100 0%
Total		Count	20	9	5	34
		% within SEX	58.8%	26 5%	14 7%	100.0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	367	070
N of Valid Cases		34	

SEX * P1 Q5

141

Crosstab

			P1 Q5 correct	part.corr	wrong	Total
SEX	Male	Count	2	8	4	14
		% within SEX	14 3%	57.1%	28.6%	100.0%
	Female	Count	12	3	4	19
		% within SEX	63.2%	15 8%	21 1%	100 0%
Total		Count	14	11	8	33
		% within SEX	42 4%	33.3%	24.2%	100 0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	.460	012
N of Valid Cases		33	

Figure 27
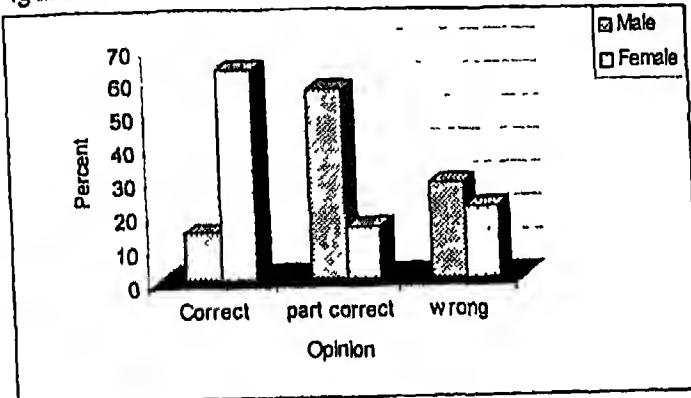
The questions on Poem I, **Somebody's Mother**, called for responses which address the following issues : *feelings associated with old age* (P1 Q1), *attitude towards the aged; changes occurring in old age* (P1 Q2), *valuing order people*, parents – grandparents (P1 Q3 and P1 Q4); *the value of kindness* (P1 Q5).

The contingency table analysis on P1–Q2 (χ^2 = 0.556, p > .000) shows a significant relationship. *80% of the girls discussed issues related to growing old with sensitivity*

142

(correct responses). However, correct responses were given only by 14% of the boys. See Fig.25.

On P1-Q3 also the contingency table analysis (χ^2 = 0.480, p > .006) shows a significant relationship. As with the earlier question, 80% of the girls *appreciated parenthood - unconditional love and the duties unto one's parents*. Only approximately 29% of the boys gave expected responses. Fig. 26.

The contingency table analysis on P1 Q5 (χ^2 = 0.460, p > .012) indicates a significant relationship with 63% girls recounting how *acts of kindness were returned - kindness begetting kindness*. Similar correct responses were made by only 29% of the boys. See Fig. 27.

SEX * P2 Q1

Crosstab

			P2 Q1			Total
			correct	part.corr	wrong	
SEX	Male	Count	3	9	2	14
		% within SEX	21 4%	64.3%	14 3%	100.0%
	Female	Count	12	5	2	19
		% within SEX	63.2%	26 3%	10 5%	100 0%
Total		Count	15	14	4	33
		% within SEX	45.5%	42 4%	12 1%	100 0%

Symmetric Measures

		Value	Approx. Sig.
Nominal by Nominal	Contingency Coefficient	390	.052
N of Valid Cases		33	

Figure 28
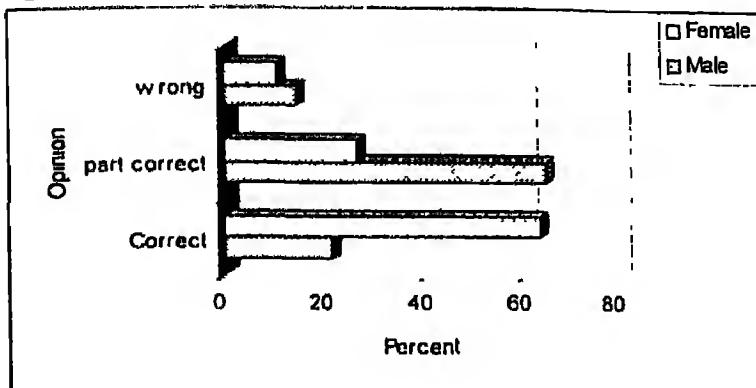
SEX * P2 Q2

Crosstab

			P2 Q2			
			correct	part corr	wrong	Total
SEX	Male	Count	5	7	2	14
		% within SEX	35 7%	50 0%	14 3%	100 0%
	Female	Count	16	1	2	19
		% within SEX	84 2%	5 3%	10 5%	100 0%
Total		Count	21	8	4	33
		% within SEX	63 6%	24 2%	12 1%	100 0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	477	.008
N of Valid Cases		33	

144

Figure 29
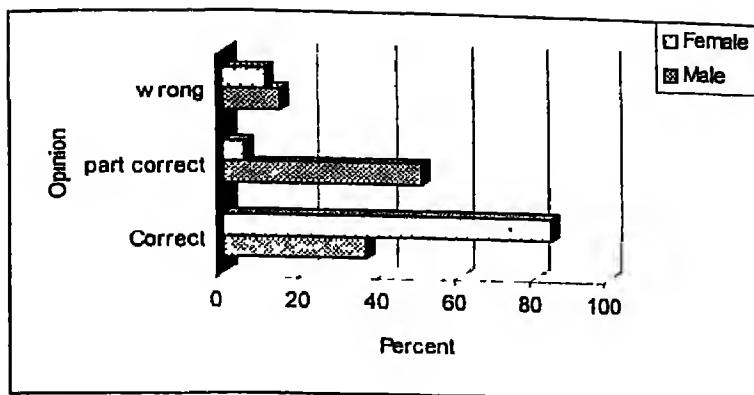
SEX * P2 Q3

Crosstab

			P2 Q3			
			correct	part corr	wrong	Total
SEX	Male	Count	5	4	4	13
		% within SEX	38 5%	30 8%	30 8%	100 0%
	Female	Count	12	4	3	19
		% within SEX	63 2%	21 1%	15 8%	100 0%
Total		Count	17	8	7	32
		% within SEX	53 1%	25 0%	21 9%	100 0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	241	374
N of Valid Cases		32	

SEX * P2 Q4

Crosstab

			P2 Q4			
			correct	part corr	wrong	Total
SEX	Male	Count	5	7	2	14
		% within SEX	35 7%	50 0%	14 3%	100 0%
	Female	Count	18	1		19
		% within SEX	94 7%	5 3%		100 0%
Total		Count	23	8	2	33
		% within SEX	69 7%	24 2%	6 1%	100 0%

145

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	.537	.001
N of Valid Cases		33	

Figure 30

SEX * P2 Q5

Crosstab

			P2 Q5			Total
			correct	part.corr	wrong	
SEX	Male	Count	4	7	3	14
		% within SEX	28 6%	50 0%	21.4%	100 0%
	Female	Count	13	6		19
		% within SEX	68 4%	31.6%		100 0%
Total		Count	17	13	3	33
		% within SEX	51 5%	39 4%	9.1%	100 0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	.424	.027
N of Valid Cases		33	

146

Figure 31
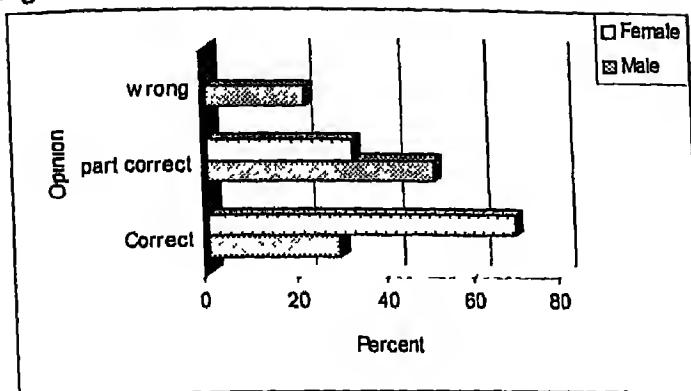
On Poem II, **Sympathy,** the issues discussed were *sympathy as being invaluable* (P2-Q1, P2-Q2 and P20-Q3); the value emerging in the context of helping the needy and sympathizing with them (P2-Q4 and P2-Q5).

The contingency table analysis on P2–Q1 ($\chi^2 = 0.390$, $p = .052$) indicates that there is a significant relationship with 63% girls reflecting on *sympathy as a powerful emotion binding people together.* Only 21% of the boys gave the expected, correct responses. See Fig. 28.

Similarly, the contingency table analysis on P2–Q2 ($\chi^2 = 0.477$, $p > .008$) indicates that there is a significant relationship with 84% of the girls expressing the value of sympathy. Similar responses were given by only 36% of the boys in the same grade. See Fig. 29.

147

The contingency table analysis on P2 Q4 ($\chi^2 = 0.537$, $\rho >= .001$) indicates a significant relationship with 95% of the girls expounding the values of *sympathy* and *compassion for the needy* as being truly the need of the hour. A similar attitude was reflected only in the responses of 36% of the boys in the class. See Fig 30.

P2 Q5 also reveals a similar pattern with the contingency table analysis ($\chi^2 = 0.424$, $\rho >= .027$) indicating a significant relationship. Of the girls in the grade, 69% drew a picture of a sick man accompanied by a compassionate response to it. Only 29% of the boys could do so. See Fig 31.

SEX * P3 Q1

Crosstab

			P3-Q1			Total
			Correct	Part.corr	Wrong	
Sex	Male	Count	4	9	1	14
		% within SEX	28 6%	64 3%	7 1%	100.0%
	Female	Count	8	8		16
		% within SEX	50 0%	50 0%		100.0%
Total		Count	12	17	1	30
		% within SEX	40 0%	56.7%	3 3%	100.0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	.265	322
No of Valid Cases		30	

P3 Q1 on Poem III, **Piping Down**, required students to write a poem showing *joy in life as a value.*

Of a higher difficulty level, only 50% of the girls attempted it correctly while the rest gave partially correct answers. None of the girls were wholly wrong. On the other hand, 29% boys had written successfully, the rest were partially wrong with 7 unable to attempt an answer.

SEX * P4 Q1

Crosstab

			P4 Q1			Total
			Correct	Part.corr	Wrong	
Sex	Male	Count	9	4	1	14
		% within SEX	64.3%	28 6%	7.1%	100 0%
	Female	Count	16	2	1	19
		% within SEX	84.2%	10 5%	5 3%	100.0%
Total		Count	25	6	2	33
		% within SEX	75 8%	18.2%	6 1%	100.0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	.234	.384
No. of Valid Cases		33	

SEX * P4 Q2

Crosstab

			P4 Q2			Total
			Correct	Part.corr	Wrong	
Sex	Male	Count	5	6	3	14
		% within SEX	35 7%	42 9%	21 4%	100.0%
	Female	Count	14	3	2	19
		% within SEX	73 7%	15 8%	10 5%	100.0%
Total		Count	19	9	5	33
		% within SEX	57.6%	27.3%	15.2%	100 0%

149

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	.357	090
No. of Valid Cases		33	

SEX * P4 Q3

Crosstab

			P4 Q3			Total
			Correct	Part corr	Wrong	
Sex	Male	Count	8	6		14
		% within SEX	57.1%	42 9%		100 0%
	Female	Count	11	6	3	20
		% within SEX	55 0%	30 0%	15 0%	100.0%
Total		Count	19	12	3	34
		% within SEX	55.9%	35 3%	8 8%	100 0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	.261	.288
No of Valid Cases		34	

SEX * P4 Q4

Crosstab

			P4 Q4			Total
			Correct	Part.corr	Wrong	
Sex	Male	Count	6	6	2	14
		% within SEX	42,9%	42 9%	14 3%	100.0%
	Female	Count	15	4		19
		% within SEX	78 9%	21 1%		100 0%
Total		Count	21	10	2	33
		% within SEX	63 6%	30 3%	6 1%	100.0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	382	060
No. of Valid Cases		33	

150

SEX * P4 Q5

Crosstab

			P4 Q5			Total
			Correct	Part.corr	Wrong	
Sex	Male	Count	5	6	3	14
		% within SEX	35 7%	42.9%	21.4%	100.0%
	Female	Count	10	9		19
		% within SEX	52.6%	47.4%		100.0%
Total		Count	15	15	3	33
		% within SEX	45 5%	45.5%	9.1%	100 0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	.350	100
No. of Valid Cases		33	

Poem IV, '**Coromandel Fishers**', explores the following themes · *dedication to work* (P4 Q1, P4 Q2, P4 Q3); working in unity and harmony (P4 Q4, P4Q5).

Responses by students reveals the visible pattern of more correct responses by girls in comparison with boys.

SEX * P5 Q1

Crosstab

			P5 Q1			Total
			Correct	Part.corr	Wrong	
Sex	Male	Count	10	2		12
		% within SEX	83.3%	16 7%		100 0%
	Female	Count	15	3	1	19
		% within SEX	78.9%	15 8%	5 3%	100.0%
Total		Count	25	5	1	31
		% within SEX	80.6%	16 1%	3.2%	100.0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	.144	.722
No. of Valid Cases		31	

SEX * P5 Q2

Crosstab

			P5 Q2			Total
			Correct	Part.corr	Wrong	
Sex	Male	Count	8	3	1	12
		% within SEX	66.7%	25.0%	8 3%	100 0%
	Female	Count	15	3	1	19
		% within SEX	78.9%	15.8%	5 3%	100.0%
Total		Count	23	6	2	31
		% within SEX	74 2%	19 4%	6 5%	100 0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	.135	.749
No of Valid Cases		31	

SEX * P5 Q3

Crosstab

			P5 Q3			Total
			Correct	Part corr	Wrong	
Sex	Male	Count	5	2	5	12
		% within SEX	41.7%	16 7%	41 7%	100 0%
	Female	Count	9	6	4	19
		% within SEX	47.4%	31 6%	21 1%	100 0%
Total		Count	14	8	9	31
		% within SEX	45.2%	25 8%	29 0%	100 0%

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	.232	414
No of Valid Cases		31	

152

SEX * P5 Q4

Crosstab

			P5 Q4			Total
			Correct	Part corr	Wrong	
Sex	Male	Count	5	3	4	12
		% within SEX	41.7%	25.0%	33.3%	100 0%
	Female	Count	12	7		19
		% within SEX	63 2%	36 8%		100 0%
Total		Count	17	10	4	31
		% within SEX	54 8%	32 3%	12.9%	100 0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	.436	.026
No of Valid Cases		31	

Figure 32
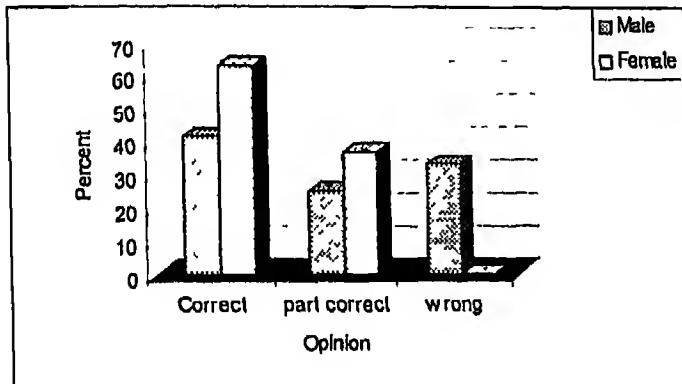
SEX * P5 Q5

Crosstab

			P5 Q5			Total
			Correct	Part corr	Wrong	
Sex	Male	Count	6	2	4	12
		% within SEX	50 0%	16.7%	33.3%	100 0%
	Female	Count	15	4		19
		% within SEX	78 9%	21 1%		100.0%
Total		Count	21	6	4	31
		% within SEX	67.7%	19 4%	12 9%	100 0%

153

Symmetric Measures

		Value	Approx Sig
Nominal by Nominal	Contingency Coefficient	.437	026
No. of Valid Cases		31	

Figure 33
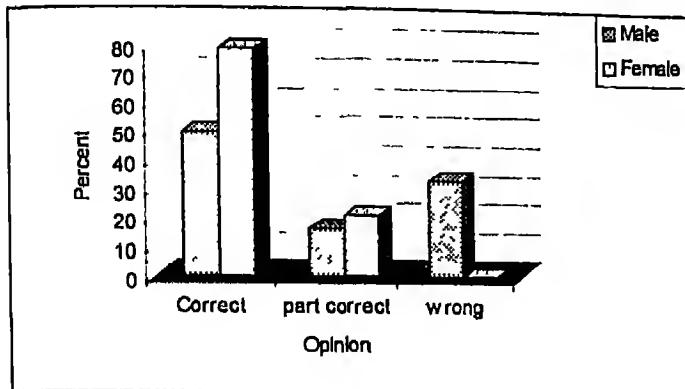
SEX * P5 Q6

Crosstab

			P5 Q6			Total
			Correct	Part.corr	Wrong	
Sex	Male	Count	8	2	2	12
		% within SEX	66.7%	16.7%	16 7%	100,0%
	Female	Count	7	9	3	19
		% within SEX	36 8%	47 4%	15 8%	100 0%
Total		Count	15	11	5	31
		% within SEX	48.4%	35 5%	16.1%	100.0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	.311	.191
No. of Valid Cases		31	

154

SEX * P5 Q7

Crosstab

			P5 Q7			Total
			Correct	Part corr	Wrong	
Sex	Male	Count	7	3	2	12
		% within SEX	58.3%	25 0%	16.7%	100.0%
	Female	Count	14	4		18
		% within SEX	77.8%	22 2%		100 0%
Total		Count	21	7	2	30
		% within SEX	70.0%	23 3%	6.7%	100.0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	.320	.182
No. of Valid Cases		30	

SEX * P5 Q8

Crosstab

			P5 Q8			Total
			Correct	Part.corr	Wrong	
Sex	Male	Count	8	3	1	12
		% within SEX	66.7%	25.0%	8 3%	100 0%
	Female	Count	10	8		18
		% within SEX	55.6%	44.4%		100 0%
Total		Count	18	11	1	30
		% within SEX	60.0%	36.7%	3.3%	100.0%

Symmetric Measures

		Value	Approx. Sig
Nominal by Nominal	Contingency Coefficient	.272	.303
No. of Valid Cases		30	

The question on Poem V, **The Nightingale and the Glow Worm,** explores the following issues – *living in harmony with nature* (P5 Q1, P5 Q2, P5 Q3), *harmony among animals and insects* – all creatures of the universe

(P5 Q4, P5 Q5), *humility* (P5 Q6), *settling conflicts amicably* (P5 Q7) and the *importance of peace and harmony* (P5 Q8).

On P5 Q1, P5 Q6 and P5 Q8 which involved *preserving the beauty of the natural environment* and the *values of co-existence,* boys responded marginally better than the girls in the grade.

The contingency table analysis ($\chi^2 = 0.436$, $p > .026$) of P5-Q4 indicates that there is a significant relationship with girls expressing more coherently *the ways in which animals and insects live in harmony* (See Fig. 32).

Similarly P5-Q5 has a contingency table analysis ($\chi^2 = 0.437$, $p < .026$) showing a significant relationship wherein 80% of the girls (only 50% of boys) have correctly articulated how bipolar images (The Nightingale and the Glow worm) *can co-exist in nature and enhance its variegated beauty).* *See Fig. 33.*

CHAPTER IV

DISCUSSION AND CONCLUSION

4.0 Discussion

The responses of the students in general revealed a better articulation of values by girls in comparison with boys of all the grades investigated While the percentage of correct responses made were more by girls, the preponderance of partially correct responses by boys shows that though aware of certain values, they were unable to state it in specific terms. With respect to some questions however, there is a reversal of the pattern with more boys articulating their responses correctly. The χ^2 value indicating the presence of a significant relationship between the sex of the student-responding and the response given reveals the presence of certain gender specific responses with respect to this study

Besides the above, percentage figures of correct and/or incorrect responses have been considered in the conclusions arrived at which have been arranged gradewise.

4.1 Grade VII

I. *The χ^2 test when applied to the discrete data available indicated the presence of a significant relationship between gender and the response given.*

   Girls were found to articulate better the following issues/values:

1. Need to cultivate a *scientific temperament.*

2. *Sincerity, honesty, kindness, compassion, concern for fair play* and *thirst for knowledge* – as qualities of a good teacher

3 The qualities of *courage, fair play, generosity, ability to admire an adversary* with respect to Robin Hood and Little John. *Though 75% of the boys in the grade listed out qualities which made people special (The Wasp and the Bee), they were unable to spot these qualities or make the necessary inference with respect to specific questions.*

157

4. Resolving *a conflictual situation amicably*, avoiding conflicts.

5. The *bond that unites all mankind* (we are all the same beneath the skin).

6. *Admiration and respect for other cultures* and the *recognition of the rich variety of the Indian culture.*

7. The *consequences of war* and the *need for universal peace and harmony.*

II. *A large number of correct responses from both boys and girls in the visible pattern of more correct responses from the girls (percentage figures) were found in discussing the following issues/values*

1. *Courage, conviction of purpose, self-sacrifice, dedication to a cause, patriotism, humanity and compassion* as being hallmarks of a great person with reference to Mahatma Gandhi, Mother Teresa, Florence Nightingale and Jawaharlal Nehru to quote the most recurring examples quoted

2. *Consideration, a helpful nature, fun loving* and *easy going* as qualities required in a friend •

3   *Patriotism* as being necessary for progress and prosperity.

III. *The most complex answers were those which sought the transference of issues/values in the abstract to events occurring in the world or a critical analysis of a situation like the following*

1   While able to describe qualities which they admired in great men/women, only a few students could trace cause-effect relationship and state how these men and women *influenced people and the course of events around them.*

2   While *the value of patriotism* was recognized as a worthy value, students found it difficult to discuss the role of freedom fighter.

3   Sometimes the task given like the writing of a poem (as on the lesson – Coromandel Fishers) resulted in more partially correct answers than correct ones (percentage figures).

158

IV. *More number of correct responses by boys (percentage figures) occurred on the following issues/values.*

1. Identifying people who were kind, easygoing and nice. [Note boys in Grade VIII found it difficult to articulate positive qualities of a classmate (L9/10 Q2 – Grade VIII). Supplying an answer is easier than recognizing it The question moreover saw an application of certain values (*thinking positively*) to a contemporary situation

2. Values associated with the life of a fisherman – *dedication* and *courage in the face of defeat.*

4.2   Grade VIII

IA. *The χ^2 test indicated that there was a significant relationship with girls responding more correctly to questions which examined the following specific issues and value themes.*   :

1. The good qualities of a classmate – girls seemed to be able to carry out the value embodied in that of *focusing on positive traits* in others.

2. The games that could be played by blind people – thus suggesting a better *empathy* towards them.

3. The ways of keeping love alive, by practicing *cordiality, amicability, a helpful nature* and *tolerance* for others.

4. The contributions to society through *dedication, industry, patriotism* and *self-sacrifice* by scientists, farmers and teachers.

IB *The response of boys was significantly better (χ^2 test) on only one issue i e the following.*

1. Boys placed a high premium on putting oneself at risk – *showing courage* to save the life of sibling.

II *A majority of boys and girls responded; with more number of girls (percentage figures) giving correct answers to the following issues/value themes.*

1. *Living in harmony with neighbours* – other members of the community.

2. *Setting conflicts amicably.*

3. The importance of trees – *valuing* and *preserving the environment*

4. *Loving one's fellow beings* – the need for *compassion* and *forgiveness.* [However, forgiving a friend who gave away secrets was regarded as being impossible/very difficult by the majority)

5. Identifying elements which are detrimental to life (out of harmony) on each.

6. Concept of a global family – *mutual respect* and *tolerance* as cohesive factors unifying the various creatures of the Universe

7 *Accepting difference and imperfections.*

8 Creating a *barrier free environment.*

9 The *importance of adventure* in life – *courage* in saving lives.

10. Value of *family togetherness,* roles within the family, *love* and *duty towards old folks.*

III. *In both groups of students, boys and girls, fewer gave correct responses while answering questions related to the following themes/issues*

1 Unconditional love – *forgiveness* and *reconciliation* in terms of people and events around them (forgiving a friend who gave away secrets).

2 Reward and punishment, *the need for positive in place of negative reinforcement.*

3. The concept of *'any form of honest work being worthwhile'* (difficult to understand in the context of the tradition of an occupation related caste system and the yen for specific professions).

4. Boys in particular found it difficult to articulate *the needs of old folks*

4.3 Grade IX

I The χ^2 test indicated that there was a significant relationship with the girls responding more correctly to questions which examined the following specific issues and value themes:

1. *Treating people* who were weaker or in their power *with consideration and compassion.*

2. *Respecting the environment – preserving its natural resources – the rich diversity in it.*

3. The values associated with the colony behaviour of ants – *industry, cooperation, the sense of the community before the individual.*

4. Culture specific and gender specific jobs – *the dignity of labour.*

5. *Resolving a crisis* without resorting to disruptive means.

6. *Common experiences which underlie human experience* and those of plants – plants respond to stimuli like that of music.

7. Feeling associated with growing old, *the importance of unconditional love* and *duties towards parents and grandparents.*

8. The concept of *kindness begetting kindness.*

9. *Sympathy* as a powerful emotion binding people together.

II. *Percentage figures showed that a majority of both boys and girls responded correctly (with more girls responding correctly than boys) to the following issues/value themes.*

1. *Living in harmony* with one's family, schoolmates and the community at large.

2. Importance of *family values.*

3. Need to be *friendly, sensible* and *trustworthy.*

4. *Joy in life* as a value.

5. *Dedication to work* – working in *unity and harmony.*

III *Girls responded better than boys (percentage figures) on the following:*

1. All the girls (100%) gave correct responses stating clearly the reasons why *a child should live in harmony within the family.*

IV. *Boys responded better than girls on the following :*

1. Remaining *calm and fearless in a crisis.*

2 Reasons for criminality – *reformation of criminals by various members* of the society – *understanding differences in human experiences*

3. *Co-existence of different species – preserving the beauty of the natural environment.*

4.4 Limitations of the Study

1. The study was of the duration of only one academic year. Internalization of values normally occurs when children are exposed repeatedly and over a longer period of time, at best what was achieved in this study was the identification and clarification of values.

2. The study was confined only to one school, the DMS, Mysore. However, an effort was made to ensure that the strategies and the methodology used for transaction within the classroom could be replicated in other schools where the medium of instruction was English by a workshop wherein teachers from English medium schools in Mysore participated in preparing lesson plans for carrying out the study.

4.5 Suggestions for further study

1. A longitudinal study of children should be undertaken to study whether the values which are sought to be inculcated are reflected in the choices the subjects make in life – professional, familial and societal and the attitudes displayed therein.

2. Studies similar to this one should be undertaken in higher grades as well with different value themes.

3. A similar study could be carried out in Kannada medium schools to see whether the changed cultural context (language being a part of culture) brings about a change in responses to the values stated

BIBLIOGRAPHY

1) Bandura.A. and Walters, R.H (1959). Adolescent Aggression. New York. Ronald Press.

2) Bhagia, N.M (1986)." New Values and Education" Human Values and Education. Ruhela .S.P.(Ed.) New Delhi: Sterling Publishers.

3) Bull Norman, J. (1969). Moral Education. London: Routledge and Kegan Paul.

4) Dr.C.Seshadhri (1998). Education in Values- Value Education- Editor Dr.N.Venkataiah-APH Publishing Corporation.

5) Eberhart, J.C. (1942) Attitudes Toward Property: A Genetic Study by the paired-Comparison Rating of Offences. Journal of Genetic Psychology. 60. PP 3-35.

6) Gayal, B.R. Documents on Social, Moral and Spiritual Values in Education. New Delho: NCERT, 1979.

7) Goyal B.R (1998)-Methodologies ·For Developing Value Education Programmes. Value Edcuation- Dr.N.Venkataiah APH Publishing Corporation-New Delhi.

8) Hoffman, M.L. (1963). Child Rearing Practices and Moral Development Generalization from Empirical Research is Child Development No.34.

9) Kay William (1975) Moral Development. London. Allen and Unwin Ltd.

10) Kay William. (1968). Moral Development. London: Allen and Unwin Ltd.

11) Kay William. (1975). Moral Education. London: Allen and Unwin Ltd.

12) Longstreth.L.E. (1971). " Values in the Social Studies: Implicit, Explicit or Ignored. "Social Education", Vol 35 , No 4, P.422.

13) Malcarne Vanessa- (2002)- Methods for Measurement-A Guide For Evaluating Humane Education Programs-The National Association for Humane and Environmental Education

14) McCord, W., McCord,J. and Zola, I.K·(1959). Origin of Crime. New York: Columbia University Press. Columbia.

15) McCord.W., McCord.J. and Zola I.K (1959) 'Origin of Crime'. New York: Columbia University Press. Columbia.

16) Misra, V. and Pandey. (1981). Children's Donations as a Function of their Birth Order, Age and Sex. Unpublished Manuscript. Allahabad University, Allahabad.

17) Muthamma, A.K. (1982). An Investigation into the Moral Judgement of Upper Primary School Children in the Selected Schools of the City of Mysore. Unpublished M.Ed. Dissertation, University of Mysore, Mysore.

18) Muthamma.A.K.(1982). An Investigation into the Moral Judgement of Upper Primary School Children in the Selected Schools of the City of Mysore. Unpublished M.Ed. Dissertation, University of Mysore, Mysore.

19) Piaget, Jean (1932). The Moral Judgement of the Child. London: Routledge and Keagan Paul.·

20) Prof. J.S Rajput (2002)-Human Values In School Education (Seventeeth Professor A C.Devegowda Memorial Lecture).

21) Prof.N.Venkataiah and Dr.N.Sandhya (2002)- Research in Value Education.

22) Saraswathi, T.S., Sundareshan.J. and Saxena, K (1977). " Age, Sex and Social Class Differences in the Development of Moral Judgement in Indian Children between 10 to 15 years". Unpublished Final Report submitted to the Indian Council of Social Science Research.

23) Searr.S. and Weniderg,R A. (1978). "The influence of Family Background on Intellectual Attainment". American Sociological Review. 43(5), pp 674-692.

24) Seetha Ram A.R (2002). Methodology of Inculcating Values. Value Education: Editor Dr.N.Venkataiah. APH publishing Corporation. New Delhi.

25) Seshadri.C., Khader, M.A., and Adhya G.L. (1992) Education in Values: A Source Book New Delhi NCERT.

26) Sinha.D. (1972). The Mughal Syndrome: A Psychological Study of International Differences. Bombay, Tata McGraw-Hill Publication.

27) Sinha.D (1964) Development of Interest, Attitude and Ideals and Character. In B.Kuppuswamy (Ed). Advance Educational Psychology p.p.182-203.

28) Sugarman. B (1969). What the sociologist has to say J.Wilson N.Williams and B.Sugarman (Ed). Introduction to Moral Education (Pelican, 1967). The School as a Social System in Moral Education; Vol.1, No 2

29) The New Shorter Oxford Dictionary (1993).

30) Thomas R. Murray. (1979). Comparing Theories of Child Development- Belment California Wordsworth Publishing Company

31) Thompson, G.G.(1949)." Age Trends in Social Values During the Adolescent Year." AMER Psychologist, 4(7).

32) Tripathi, Devendra, K.M and Misra Grishner. (1979). "Development of Moral Judgement". Indian Children Psycholgy. 22. pp 164-169.

33) Varma Meera (1975). "Moral Development Its Intelligence". Psychological Studies, 20, 1, pp 42-45.

34) Varma Meera. (1971). "Moral Judgement Test for Children" National Psychological Corporation, Agra.

35) Widdowson.H.G (1976) English Study Series 8 Oxford University Press.

36) Wiggan, E. (1941) Do Brain and Character go Together? In E.b.Huslock Child Development, New York, MacGraw-Hill Book Company, 1964.

APPENDICES

APPENDIX I

Strategies and Activities for Value Education in the ELT Classroom.

GRADE	VII
NAME OF THE READER	English Reader Book (IV) Prepared by Central Institute of English, Hyderabad, And National Council of Educational Research and Training
POEM NUMBER	5
TITLE OF THE POEM	The Wasp And the Bee
ACTIVITY (I)	Discuss the qualities of the Bee and the Wasp
STRATEGY	• Children can divide people in their lives into *Bees* and *Wasps*. They can also examine themselves in terms of other people they meet and decide whether they are *bees* or *wasps* in relation to those people. • Teacher at random asks student to approach the board and write a name under the column marked *"BEE"* and another in the column marked *"WASP"* • Discussion based on questions by teacher to show how we need to live harmoniously with both *"Bees"* and the *"Wasps"*. • Discussion to include suggestions from children on strategies to avoid stinging (like a wasp) or being stung by a wasp (confrontations) Other issues which arise-Is this always possible?

ANTICIPATED PROBLEM	Students may not like to mention wasps. Whom they identify for fear of giving offence.
SOLUTION	Teacher relates *Wasps* to people only remotely connected with their life. Examples from history, contemporary times, stories etc. Discusses episodes / interludes to show how one can avoid unnecessary confrontation.
IMPLIED	• One must accept people who disagree and who are aggressive by responding tactfully for more harmonious living. • It takes all kinds to make the world-one should learn to accept and be tolerant.

APPENDIX II

Strategies and Activities for Value Education in the ELT Classroom. **GRADE**	VII
NAME OF THE READER	English Reader Book (IV) Prepared by Central Institute of English, Hyderabad. And National Council of Educational Research and Training
LESSION NUMBER	4
TITLE OF THE LESSON	Thomas Alva Edison
PRE LESSON ACTIVITY	A few straight forward questions related to inventors and inventions are asked I. Children share experience of visiting a science exhibition. II. Their own personal experience (repairing their toys or creating something of their own)
IMPLIED VALUE	Sharing of *ideas, curiosity, interdependence, hard work, kindness* and *co-operation* leads to success.
WHILE LESSON ACTIVITY	Divide the class into groups. Each group collects information about different inventors and instances that led to their invention and the inner force that those inventions exemplify.
IMPLIED VALUE	*The urge to learn more and impart this knowledge to others.*

ACTIVITY (II)	Reading comprehension, page 21 second paragraph to the fifth paragraph Probable questions to the students can be:
	    □ Bring out two or three hardships Edison faced during his early days of experimentation.
	
	    □ Pick out the words that best describe Edison.

EXPECTED ANSWERS	HARD WORKING CURIOUS LAZY IMPATIENT INTELLIGENT INDEPENDENT DEPENDENT
IMPLIED VALUE	"Where there is a will there is a way"
NOTE TO THE TEACHER	Edison faced hardship in order to achieve his goal
ACTIVITY (III)	How do you want your teacher to be?
EXPECTED ANSWER	KIND AFFECTION FRIENDLY INFORMATIVE APPRECIATIVE CARING
ACTIVITY (IV)	Pick out the sentences that describe Edison as an employer.
IMPLIED VALUE	Being sensitive to others problems.
NOTE TO THE TEACHER	Highlighting the central idea of the lesson "Edison worked hard to the very end of his life to make the world a happier place to live in". Great men are always honoured, remembered and respected.

I

Strategies and Activities for Value Education in the ELT Classroom.

GRADE	VIII
NAME OF THE READER	English Reader Book (V) Prepared by Central Institute of English, Hyderabad. And National Council of Educational Research and Training.
LESSON NUMBER	1 and 2
TITLE OF THE LESSON	A Spark Neglected Burns The House
OBJECTIVE	To extend situation given in the text to real life situation.
ACTIVITY (I)	Students are given problems related to communal harmony and peaceful co-existence. The solutions are given in the form of multiple choice and those which are selected as solutions are supported by logical reasoning. • Your neighbour loves Jazz music and plays music on full volume. You have already told him that it disturbs you since you are studying for an examination. However he persists. Which of the following course of actions would you take: a) Bang at his door and demand that he reduce the volume. b) Call (possibly with a friend / another neighbour) and threaten to take action. c) Calls him home for a cup of tea and in the course of conversation suggest that loud noises (including the loud playing of music) makes it difficult for you to study. d) Turn on your music on full volume when you know your neighbour is asleep and would get disturbed. • Anil's family is going through a financial crunch. His grandfather is ill due to old age and requires medical care. His mother is

compelled to work for an income to supplement that of his father. His mother's relatives disapprove of the idea and turn his grandfather against her. How will she cope with this situation?

a) She requests his father to keep the grandfather in the house of a relative who has better time and convenience.

b) Employ a maid servant or man servant to look after the grandfather.

c) She changes her mind and gives up the job. She requests his father to take up a job in the Gulf in order to earn more

d) They appoint a trained personal from Lifeline or any other agency that recruits people skilled at this job (nursing).

• There is a property dispute from the house and land belonging to Varsha's grandparents. The members of the family count their children and demand more share. Varsha's parents wish to avoid hard times and a court case. What will they do?

a) They call the relatives involved in this case to dinner and in the presence of a legal expert, settle the issue amicably.

b) Give up their share to a needy member and work hard for better prospects.

c) Decide to file the case in the court and argue in favour of justice

d) Allow the quarrel to continue and see what happens

• Ramesh and Suresh are thick friends. Ramesh has a good job and Suresh wants to start a business. He makes Ramesh a partner in his new venture. He also borrows Rs two lakhs from him with a promise that Ramesh will get part of the profits and the loan will be paid back. When

	Ramesh needs cash, Suresh refuses to pay him anything. How will he deal with this problem and set matters right? a) File a case against Suresh in the court. b) Talk with Suresh's parents and persuade them to get his cash back from Suresh. c) Threaten Suresh and his family with dire consequences. d) Approach a common and powerful friend to tackle Suresh and make him pay.
TOOL	Problem solving
STRATEGY	Group discussion
ANTICIPATED PROBLEM	Teacher has to perceive students' interest in tackling economic, social, political and legal, complexities more effectively.
SOLUTION	Teacher will delete the situation which the students find difficult to perceive / identify with.
IMPLIED VALUE	❖ Staying together. ❖ Handling difficult situations carefully and sensitively.

•

STRATEGY	Students are asked to recollect information from the book period wise, (Every 5 years) as Elzeard Bouffier planted trees. They are given cue questions to write a paragraph.
ANTICIPATED PROBLEM	Students are not able to pick out the names, character and places. When the story is read out to them.
SOLUTION	Teacher compares familiar, real life characters who carried out similar deeds without expecting any rewards For example Salmaradha Thimmakkas story.
IMPLIED VALUE	➤ Students appreciate selfless actions of people that yield rich results. ➤ Students recognize and value the common man who performs action without any profit motive ➤ Students realize the value of working in harmony with nature.
OBJECTIVE	To enable students to know the various uses of trees.
ACTIVITY (II)	Students recognize name of trees and shapes of leaves. They link the uses of trees to insects, birds, animals, man and even to the quality of soil.
TOOL	Blackboard
STRATEGY	Students discuss in groups and teams. Leaders list the points on the blackboard in the respective columns.
ANTICIPATED PROBLEM	Students are not able to match the names of the trees with the leaves.
SOLUTION	Teacher shows pictures of trees as reference.

IMPLIED VALUE	▫ Students recognize trees as vital resources for the sustenance of life. ▫ They understand the value of planting trees to support all life forms. ▫ They become aware of the need to protect and not damage the environment.

APPENDIX V

Strategies and Activities for Value Education in the ELT Classroom.

GRADE	IX
LESSON NUMBER	10
NAME OF THE READER	English Reader Book (Course B) Prepared by National Council of Education Research and Training.
TITLE OF THE LESSON	I Don't Believe I know you.
OBJECTIVE	To extend the situation given in the text through reading of newspapers about theft, robbery in real life situation Informal questions are asked to elicit the answer.
PRE LESSON ACITIVITY ACTIVITY (I)	• Have you heard of Phoolan Devi? • What was she popularly known as? • Was she a bandit by birth? • Why do you think she surrendered? • Do you think criminals can reform themselves if given a chance? • JAYAPRAKASH NARYAN helped criminals to surrender. Can you recall any story or real life situation where criminals were reformed? (Kiran Bedi, a lady police officer is actively involved in reforming the inmates of Tihar jail).
OBJECTIVE	• To make the students understand the fact that a criminal can be reformed by love and forgiveness. • To inculcate positive values in life such as the need for honesty and kindness.

DURING LESSON ACTIVITY	Silent reading of part I & II can be read aloud The lesson is discussed in relation to Phoolan Devi's life history Another example of reformation The teacher quotes the short story by O' Henry. THE COP AND THE ANTHEM. O.Henry's background as a jailbird is given in the class. His stories are based on real life incidents of jailbirds.
TOOL	Textbook
STRATEGY	Discussion, group activity
IMPLIED VALUE	Students realize that crime is a worldly aspect. There comes a time in life when man wants to change for the better Some of the values they learn are honesty, love, forgiveness, humanity etc. E.g. Policemen, as the custodian of law must exert his discretion while dealing with human beings.
POST LESSON ACTIVITY	• A debate imaging that you are Ben Price in the climax of the story-keeping in mind if he was legally wrong or morally right. • Visit a juvenile delinquency center and interact with the inmates through interviews. • Visit a rehabilitation center to observe how the delinquents are reformed through the various vocational training given to them. The children are grouped for conducting interviews and questionnaire. Later in class, one member from each group will present a report of their finding.
EXTRACT FOR QUOTATION	" A woman thinks that the man she loves can show how do anything"

APPENDIX VI

Strategies and Activities for Value Education in the ELT Classroom.

GRADE	IX
NAME OF THE READER	English Reader (Course B) Prepared by Central Institute of English, Hyderabad. And National Council of Educational Research and Training
LESSON NUMBER	7
TITLE OF THE LESSON	The Shoeshine
OBJECTIVE	To recognize the dignity of labour in every job.
ACTIVITY (I)	Students were given a list of profession which they would choose or not choose covering culture specific and gender specific areas. They were also asked if they would like to be / may be / definitely not work with respect to the professions mentioned.
TOOL	Blackboard and notebook.
STRATEGY	Teacher asks them to raise their hands and they are asked to react to the job / professions listed. Students understand the terminology and also reason out why they like / do not like a job.
ANTICIPATED PROBLEM	Some students may not know the nature of work to be done by certain professionals / in certain jobs.
SOLUTION	Teacher explains at length.
IMPLED VALUE	Respect for all, dignity of labour.
ACTIVITY (II)	Students frame a questionnaire with the help of the teacher, to give to persons who have the kind of jobs they wouldn't like to do. They try to find out whether the person was working in a job because of

	circumstances Students have to identify one male & one female member from the neighborhood for the purpose. (whenever the job is done by people of both genders).
TOOL	Questionnaire
STRATEGY	Students approach, identify members during their free time and interview them. They write the information gathered from the questionnaire. They also write a paragraph on how their lives would have been different if the world had been without people working in the jobs they said they would never take up for example that of barber, sweeper, charwoman etc.
ANTICITPATED PROBLEM	Students are not able to locate people holding jobs.
SOLUTION	Teacher ask them to do pair or group work.
IMPLIED VALUE	To respect people from different professions. To understand the dignity of labour.

GRADE VII – SAMPLE OF THE TEST ADMINISTERED

ASHOK'S REPLY

1. Compare the life in ancient India (refer to mythology or stories which you have heard) with modern life.

2. What values do you respect of the following
   People who lived in ancient time

   People of your grandparents generations.

   People in the modern times.

3. Compare and contrast village and city life

4. Write a letter to your grandfather about the changes that have come over the villages and towns

GRADE VII – SAMPLE OF THE TEST ADMINISTERED

SRI RAMAKRISHNA PARAMAHAMSA

1 Who are the men and women you admire?

2 Why do you admire them?

3. Is there any thing that you have learned from reading about them?

4. In your opinion what is Ramakrishna. Paramahamsa's message to mankind? How can you put it Into practice?

NO MEN ARE FOREIGN

1. Write down the similarities between an Indian child and a Japanese child.

2. What are the ways by which we can bridge the gap between people to discover <u>unity</u>, <u>harmony</u>, and co-operation?

3. Compare the functions performed by each organ of the body.

4. What are the consequences of fights? (May be between children or groups or nations)

5. What is the role of U.N.O.?

APPENDIX X

Grade VIII – Sample of the Test Administered

TREES

1. Write down the names of trees and draw the shapes of their leaves.

2. Explain the uses of trees with regard to insects, birds, animals man & soil.

3. How will you take part and celebrate a VANAMAHOTSAVA?

4. Write a book review of the story " The man who planted Trees " by Jean Giono.

5. Trace the life of the soldier who returned from world war in 1945 to settle down in Swiss Alps.

Grade VIII – Sample of the Test Administered

STORY OF LIFE

1. Draw a food chain from Unicellular organism to Man, showing the interdependence of each creature.

2. How has man, believed to be the highest evolution, destroyed his environment?

3. What steps would you suggest to make sure that man lives in harmony with his fellow beings, other creature in the world and the environment?

●

Grade VIII –Sample of the Test Administered

A SPARK NEGLECTED BURNS THE HOUSE

1. Given below are a few problems, give your solutions to them:

1. Your neighbor loves jazz music and plays music on full volume You have already told him that it disturbs you since you are studying for an examination.

2. Anil's family is going through a financial crunch. His grandfather is ill due to old age and requires medical care. His mother is compelled to work for an income to supplement that of his father. His mother's relatives disapprove of the idea & turn his grandfather against her. How will you cope with this situation?

3. There is a property dispute for the house & land belonging to Varsha's grandparents. The members of the family count their children and demand more share. Varsha's parents wish to avoid hard times and court case. What should they do?

4. Ramesh & Suresh are thick friends. Ramesh has a good job & Suresh wants to start a business He makes Ramesh partner in his new venture. He also borrows Rs.2 lakh from him with a promise that Ramesh will get part of the profits and the loan will be paid back. When Ramesh needs cash Suresh refuses to pay him anything. How will he deal with this problem and set matters right.

Grade IX- Sample of the Test Administered

THE SHOESHINE

1   What do you call a person who.
- Cuts hair
- Prepares food in hotel
- Beautifies the face
- Drives auto
- Teach
- Sweeps floor
- Washes & Irons clothes
- Prepares electric gadgets
- Fights for the country
- Takes care of the ill
- Sells medicine
- Sells goods
- Sells meat
- Flies aeroplane
- Carters to the need of people who fly in aeroplane
- Displays clothes
- Designs clothes
- Works in laboratory & invents
- Constructs houses
- Designs houses
- Sells milk
- Grows crop

2   Make a list of professions you would (also give reason)
- List A   -   Choose

- List B   -   May be

- List C   -   Definitely not choose
- (You can give your on choice)

3   What would have happened if people had not taken up those professions which you have not opted for?

4   Prepare a list of culture specific & gender jobs

5   Make a case history of people whom you have interviewed for your project. Reflect on their life style

APPENDIX XIV

Grade IX – Sample of the Test Administered

THE NIGHTINGALE AND THE GLOWNWORM

1. What do you see around you in nature?

2. Do you appreciate nature? If so why?

3. Have you read any poems on nature? Has it appealed to you? If yes why?

4. How do animals and insects live in harmony?

5. How do the Nightingale & the Glowworm both enhance (add more beauty) to nature?

6. What is humility? Is it a positive virtue? Give examples from your experience?

7. Do you think that 'Argument' & 'Fighting it out' solve a problem? What alternatives do you suggest? Give a situation from your own life to explain your point of view.

8. What is the importance of peace and harmony in your lives?

Grade IX-Sample of the Test Administered

I DON'T BELIEVE I KNOW YOU

1. With reference to newspaper reading answer the following

   - Who was Phoolan devi?
   - Why is her name popularly known?
   - How did she spend her childhood?
   - What made her become a bandit & why did she surrender later?

2. Is it possible for criminals to reform themselves if given a chance?

3 Describe the roles of Jayaprakash Narayan & Kiran Bedi who were actively involved in reforming jailbirds?

4. Write a story based on a real life incident about jailbirds

5 How would you behave towards someone in your neighbourhood \ with whom you are acquainted \ who is your relative, after coming to know that he \ she has committed a crime in the past?

6. Suppose your friend fails in class X and doesn't get admission what would be his\her state of mind?

7 What would you think about him\her?

8. If he\she gets depressed what would you advise him\her to do?

List of Resource Persons for the Workshop on Preparation of Materials for the Study

1.	Carmel Ellis	-	St Joseph Central School, Mysore.
2.	H.N.Gurunanjamma	-	Lecturer, DIET, Mysore
3.	K.N. Krishna Prasad	-	Sadvidya High School
4.	Jayashree Sanjay	-	Dhnanyaloka, Mysore
5.	Mythili Lakshman	-	Citizen English School, Nanjangud
6.	Vanita Chengappa	-	Manasarowar Pushkarini Vidyashram, Mysore
7.	T.Lakshmi	-	Maharshi Public School, Mysore.
8.	Muthamma A.K	-	Vijayanagar Ist Stage, Mysore
9.	Nima Manjrekar	-	V.V.Mohalla, Mysore.
10.	Sudha S.	-	Atomic Energy Central School
11.	N.Kamala	-	Manasarowar Pushkarini, Vidyashram, Mysore
12.	Preeti Menon	-	DMS, Mysore
13.	Divya Desiraj	-	RIE, Mysore

List of Resource Persons for the Workshop on "Puppetry and Mask Making

1. **Sri Janardhan** - Drama teacher, DMS, Mysore

2. **Sri H.Y. Kappanna** - DMS, Mysore

3. **Smt. Minz** - DMS, Mysore

4. **Smt. Sujayalakshmi** - DMS, Mysore

5. **Smt. Parvathammani** - DMS, Mysore

6. **Smt. Prema.R.** - DMS, Mysore

7. **Smt. Triveni** - DMS, Mysore

8. **Smt. Preeti Menon** - DMS, Mysore